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IDENTIFIERS	Project Follow Through; *Project Head Start

ABSTRACT

The 157 citations in this bibliography include studies of parental involvement, research on the long-term effects of educational intervention programs, and research on specific program models and model comparisons. References were selected from ERIC documents found in "Research in Education" (RIE) and "Current Index to Journals in Education" (CIJE, 1971-74). (SET)

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RESEARCH ON APPROACHES TO EARLY EDUCATION: AN ABSTRACT BIBLIOGRAPHY

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Introduction

The concept of continuity in education is an old one, but new interest has recently been generated because of findings from studies on the long-term effects of educational intervention. More specifically, some of these research findings indicate that after intervention programs cease, much of the advantage held by children in these programs is lost. Much speculation has surrounded attempts to explain this "washout" phenomenon.

Since working with parents seems logical if one wants lasting impact on the child, Section I of this bibliography deals with parent involvement. The importance of parents' involvement in their children's education has been well-documented in both cross-sectional and longitudinal studies. Since the parents provide aspects of the child's environment which are usually both stable and continuous, some intervention programs have included components for parents. Some programs have home visitors, or special meetings for parents; others may actively involve parents in the school as paraprofessionals.

Section II presents research on the long-term effects of educational intervention programs, as well as some research on specific models.

Citations for this bibliography are from Research in Education and Current Index to Journals in Education, 1971 to present. In instances where a journal article was a shortened version of a document in Research in Education, only the RIE citation is included.

SECTION I: PARENT INVOLVEMENT

1. Alford, Roy W.; Hines, Brainard. Demonstration of Home-Oriented Early Childhood Education Program. Final Report. Sep 1972, 38p. ED 069 391

Child Development; *Compensatory Education Programs; Disadvantaged Youth; Early Childhood Education; *Home Programs; *Parent Participation; *Preschool Learning; Program Effectiveness; *Rural Education

This is a report on a one-year demonstration of the Appalachia Educational Laboratory's Home-Oriented Preschool Education Program conducted in Kanawha County, West Virginia, by the Kanawha County Board of Education. It involves 150 children, ages 3, 4, and 5 from a rural isolated section who watched 170 daily television lessons broadcast over a commercial station, participated in a weekly group session of 10 to 15 children in a mobile classroom facility under the direction of a certified teacher, and received a weekly home visit from a paraprofessional teacher. Evaluation included overall effectiveness to the program, relation of student achievement to areas of program emphasis and an assessment of parents' attitude toward the program. Pre- and post-testing revealed that, although the demonstration did not produce significant changes in IQ in comparison with the control group, such changes were obtained in the areas of pre-reading skills and in the overall achievement of the program's objectives. Parental attitude toward the program was highly positive. The successful operation of this demonstration of the HOPE Program by the Kanawha County Board of Education indicates that comparable results may be obtained when the program is replicated by school districts.

2. Ball, Rachel S. The Relation of Certain Home Environment Factors to the Thinking Abilities of Three-Year-Old Children. Final Report. Apr 1970, 51p. ED 039 041

Cognitive Ability, *Cognitive Development, Convergent Thinking, Divergent Thinking, Educational Background, *Environmental Influences, Factor Analysis, Occupations, Parent Child Relationship, *Parent Influence, *Preschool Children, *Thought Processes

This study investigated (1) three kinds of mental operation in children; divergent production, convergent production, and cognitive thinking manifested in 3- to 4-year-olds and compared the results to results of a study of 4- to 5-year-olds, and (2) the relationship between children's abilities and their parents' level of education, children's sex and age, parents' occupations, the amount of time the father spends in the home and the mother spends reading and playing with her 3-year-old, and the type of nursery school attended. Mother interviews and test protocols were obtained for 416 children between the ages 3-0 and 3-11. Results indicated the most striking relationships between level of education, environmental experience, and aspects of thinking ability. Children with mothers at home full-time were less able in visual and spatial manipulation. Children with professional fathers showed less ability but scored higher in ideational fluency. Children of fathers who attended college were more

able in convergent figural thinking. Mothers' education was related to verbal tasks as well as figural. Some geographic differences were found. It was evident that 3- and 4-year-olds showed "types" of thinking ability.

3. Boger, Robert P.; and Others. Parents as Primary Change Agents in an Experimental Head Start Program of Language Intervention. Experimental Program Report. Nov 1969, 191p. ED 044 168

*Change Agents, Home Programs, *Intervention, *Language Programs, Mothers, Parent Child Relationship, *Parent Participation, *Preschool Children, Teacher Developed Materials

The purpose of this study was to determine the effectiveness of parents as change agents in an ongoing Head Start program. Subjects were 72 rural white disadvantaged and advantaged children and their parents who were assigned to three treatment groups: developmental language, structured language, and placebo (workshop). Mothers met in 12 weekly 2-hour instructional sessions with teachers, using specific materials developed in teacher-directed workshops. (These materials were not used in the Head Start program during the experimental period.) Pre- and posttests on a variety of measuring instruments evaluated children's intellectual, linguistic and self concept performance. Also evaluated was the quality of mother-child interaction and the mother's story-telling ability. Results of the study support the major hypotheses which predicted improvement in language performance, intellectual performance, self concept development, and mother child interaction, as a result of a differentiated parent education language program. No program approach was clearly superior but mothers in the specific content oriented intervention program increased their own verbal and linguistic skills as well as the quality of interaction with their children. Children whose parents work with them appear to have a learning advantage. Appendixes comprise more than 1/3 of the document.

4. Bromley, Kathleen C., Ed.; and Others. Investigation of the Effects of Parent Participation in Head Start. Non-Technical Report. Nov 1972, 72p. ED 080 216

Changing Attitudes; Community Involvement; Decision Making; *Economically Disadvantaged; *Evaluation; Mothers; Nonprofessional Personnel; *Parent Attitudes; Parent Education; *Parent Participation; *Preschool Programs; Self Concept

One of a series of four, this report presents the abstract and summary of the technical report of a project which investigated the impact of Head Start parent participation on the program's quality, on institutional changes in the community, on the Head Start children, and on the Head Start parents themselves. Two types of parent participation were investigated: (1) parents in decision-making roles, and (2) parents in learner roles. Another type of involvement, parents as paid employees in Head Start, was also studied. This report capsulizes the methods of the study, the target population, the results, the implications, and the recommendations for future research. Related documents include PS 006 814, PS 006 816, and PS 006 817.

5. Chilman, Catherine. "Helping Low-Income Families Through Parent Education." Children, Vol. 10, No. 4, July-August 1963, pp. 127-132.

6. Cohen, David K. The Schools and Parental Involvement. Center for Educational Policy Research, Graduate School of Education, Harvard University, 1969.

7. Crosset, Robert John, Jr. The Extent and Effect of Parents' Participation in Their Children's Beginning Reading Program: An Inner-City Project. 1972, 136p. ED 076 946
Document Not Available from EDRS.

*Beginning Reading, Elementary School Students, *Grade 1, Negro Mothers, Negro Youth, *Parent Participation, Parent School Relationship, Reading Achievement, *Reading Improvement, *Reading Instruction, Socioeconomic influences

This study describes and analyzes a Parent Participation in Reading Program (PPR Program) for low socioeconomic Negro parents and their first grade children as it operated at Washburn Elementary School, Cincinnati, Ohio, during the 1968-69 school year. The PPR Program involved the parent's observing the child at school in a reading group and then receiving personal instruction and materials for home study with the child from a teacher at a "family learning center" located near the school and open at the parents' convenience. The object of the program was to improve the children's reading through parent participation in their instruction. No significant difference was found when comparing the reading achievement of the children whose parents visited the centers regularly, occasionally, and seldom if ever or when comparing reading achievement scores of untreated first grade children and children whose parents participated actively in the program. However, the study did demonstrate that such parents will participate in a program to improve their children's reading and that the reading achievement of children whose parents participated actively, while not statistically significant, was greater than that of children whose parents did not participate.

Availability: University Microfilms, a Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-31, 922, MFilm $4.00 Xerography $10.00)

8. Datta, Lois-ellin. Parent Involvement in Early Childhood Education: A Perspective From the United States.

Parent Involvement, Parent Education, Early Childhood Education, Preschool Children

The origins of the trend toward parent involvement, descriptions of its various forms, and policy implications for parent involvement are presented. Parent components of various Home Start and Follow Through

programs are described; some research on their effectiveness is presented. Education for parenthood and its subsequent impact on children is also described. Program and research implications for all of these types and models of parent involvement are discussed. An extensive bibliography is also given.

9. Busewicz, Russell A. The Parent Involvement Program. A Final Report. Sep 1972, 43p. ED 077 553

Cognitive Development; Disadvantaged Groups; *Home Programs; Mother Attitudes; *Mothers; *Parent Child Relationship; *Parent Participation; *Preschool Programs; Program Descriptions; Program Evaluation; Social Development

The Parent Involvement Program was designed to help low-income disadvantaged mothers teach their young children during the infant and toddler stages at home to help prepare them for later school entrance. The first of two sessions began in the spring, 1972, with 19 mothers participating. A tutor visited each mother for one hour each week to discuss specific aspects of child development and to provide her with specific related activities to work on with her child. The mother was asked to spend at least 15 minutes a day working with the child on the activities. One of the main objectives of the program was to give the mothers practical information with which to better understand both her child and her child's development. Most important, the activities were to serve as a bridge for mother-child interaction. The program initially consisted of 16 lessons. The Survey of Parent Attitudes was administered to each mother in an interview upon the completion of lesson 7. Each mother filled out a weekly progress sheet reporting the child's progress with the activities. After a break, the second session began with 15 of the same mothers. The program was considered successful: (1) there was a large increase in the amount of mother-child interaction; (2) mothers were a little more understanding of child behavior; and (3) children improved physically, mentally, emotionally, and socially.

10. Elliott, David L. Project 88: Parent Participation in the Elementary School. Aug 1[illegible], 23p. ED 071 751

*Cross Age Teaching; *Early Childhood Education; Elementary Grades; Experimental Programs; *Kindergarten Children; *Parent Participation; Preschool Programs; Program Descriptions; *Teacher Aides; Tutoring

The program described in this paper illustrates the extension of teaching to parents and older children. Project 88, so-called because of the 88 children who were involved during the first year of the program in 1969, is a parent participation program that included a kindergarten, a first grade, and an interage 4-5-6 combination at the Castro School in El Cerrito, California. Five of the minimum conditions that must

be met in organizing a parent participation program are: (1) the teachers involved must have classroom programs that are attractive to parents and children and flexible and varied enough to allow others to share in the instructional role; (2) provisions must be made for many different kinds of participation by parents and volunteers in ways that fulfill important needs of both adults and children; (3) provide training and consultation for participants to foster understanding of children's behavior and learning, various knowledge areas, and the ways in which schools and classrooms function; (4) provide leadership and organization to insure that the planning and administrative functions necessary to coordinate the resources are carried out; and (5) obtain administrative support from the local building principal and central office personnel to facilitate operation and integration of the program into the overall school program. Parent participation grew in the three years of the program beyond the Project 88 classrooms, and it is felt that increased involvement will continue.

11. Forrester, Bettye J. The Intervention Study with Mothers and Infants. Sep 1971, 9p. ED 063 030

Behavior Development; Child Development; Data Analysis; Early Childhood; *Home Visits; Individual Development; *Infants; *Intervention; *Mothers; *Program Evaluation; Projects; Psychological Evaluation; Reinforcement; Testing

An intervention study with mothers and infants is discussed. The project staff consisted of two home visitors, a materials specialist, an infant examiner, and a project coordinator. This study assessed the effectiveness of the program for mothers and infants. Infant abilities and psychological development were tested and homes were rated. One home visitor worked directly in each home for a maximum of 24 home visits. Throughout the project, the home visitor demonstrated and reinforced behavior of the adult caretaker that provides for the physical, emotional, social, and intellectual development of infants. Data analysis indicated that a successful intervention program can be designed to affect favorably a wide range of functional areas in the behavioral development of infants.

12. Foster, Florence P. Planning Parent-Implemented Programs: A Guide for Parents, Schools and Communities. Feb 1969, 53p. ED 036 322

*Compensatory Education Programs, *Decision Making, *Educational Change, *Guides, *Parent Participation, Planning, Program Planning

This booklet is the product of a small but diverse group of parents and professionals who came together to try to alleviate the problems posed by the escalating struggle for power in the schools. They hope that

through parent-implemented follow through programs, discontented members of the community can be made to feel that they have a significant role in the schools' decision making processes. Follow through is explained as an extension of Head Start and the booklet relates some of the work of the New Jersey work-study conference which proposed a plan for parent involvement. A tentative framework for educational decision making is proposed, with emphasis on making parents feel that they share in the policy making process and on casting professionals in a liaison role. A phase-by-phase outline of the plan is included which shows how various details can be handled, from budget and facilities to personnel and community relations.

13. Gilmer, B. B. "Intra-Family Diffusion of Selected Cognitive Skills as a Function of Educational Stimulation," DARCEE Papers and Reports, Vol. 3, No. 1, Peabody College, Nashville, Tennessee (1969).

14. Gladkowski, Gerald J. Controlled Intervention: An Alternate Strategy. 1972, 17p. ED 080 144

    Change Agents; *Child Development; Compensatory Education; Disadvantaged Youth; *Environmental Influences; *Infants; *Intervention; Models; Parents; *Residential Centers

An alternate compensatory strategy for assisting persons from disadvantaged milieus is presented. A compilation of data from different areas to support consideration of the proposal is given. The proposal is such that it provides an opportunity to control and account for many of the factors that have previously confused and confounded compensatory program efforts designed to assist this segment of the populations, e.g. effect of the environment. The strategy recommended is based upon two premises: (a) placement of the child in a 24-hour-day residential center in infancy, and (b) opportunity for the parents to receive needed assistance. It is believed that in order to effect any significant changes one must intervene with a program that is intense and total.

15. Gordon, I. J. "Developing Parent Power," in Critical Issues in Research Related to Disadvantaged Children, E. H. Grotberg, ed., Educational Testing Service, Princeton, New Jersey (1969).

16. Gordon, Ira J. Early Child Stimulation Through Parent Education. Sep 1969, 20p. ED 038 166

    Child Development, Communication (Thought Transfer), *Compensatory Education Programs, Culturally Disadvantaged, Developmental Tasks, *Nonprofessional Personnel, Parent Child Relationship, *Parent Education, *Parent Participation, Participant Characteristics, *Preschool Programs, Program Descriptions, Program Evaluation, Self Concept, Teaching Techniques

Study objectives were to find out whether the use of disadvantaged women as parent educators of indigent mothers of infants and young children (1) enhanced the development of the infants and children, (2) increased the mother's competence and sense of personal worth, and (3) contributed to the knowledge of the home life of infants in the study. In weekly home visits, parent educators taught a series of exercises that stimulated infants' perceptual, motor, and verbal activities. Maternal verbal cues elicited the sequential arrangement of tasks. Variables were type, content, length, timing, and presence of instruction. A total of 124 babies (3 months - 2 years) were observed and tested. Except for a control group of 27, all infants received stimulation for at least 9 months. Study findings were that (1) paraprofessionals can be used to teach mothers, (2) a parent education program should be part of a comprehensive system of social change, (3) concrete, specific stimulation exercises are a sound curriculum approach, (4) how a child is taught may be more important than what he is taught, and (5) standardized techniques for measuring learning and development are needed.

17. Gordon. Ira J. Parent Involvement in Compensatory Education. 1970, 89p. ED 039 954

Cognitive Development, *Compensatory Education Programs, Cultural Disadvantagement, Cultural Factors, Emotional Development, Environmental Influences, Family Environment, Intervention, Parent Education, Parent Influence, *Parent Participation, Preschool Children, *Preschool Programs, Research Projects, *Research Reviews (Publications)

This monograph considers the effects of the family on the intellectual and personal development of the child, and the effects of culture upon the family's way of life, and thus, on the child. In a survey of early compensatory education projects, university based programs, and school and community programs are described. Program organizational questions discussed are: locus of control, location of service, purposes and goals, and use of personnel. A status report of parental participation in compensatory education is given and program content for parental involvement is discussed, with emphasis on the importance of home visitation programs. The need for improved research and evaluation design and methods is stressed.

Also available from: University of Illinois Press, 54 East Gregory, Champaign, Illinois 61820 ($2.50)

18. Gordon, Ira J.; and Others. Reaching the Child Through Parent Education: The Florida Approach. 1969, 130p. ED 057 880

Child Development; *Disadvantaged Youth; Early Experience; Economic Disadvantagement; Environmental Influences; Family Environment; Indigenous Personnel; Infant Behavior; *Infants; *Intervention; Mental Development; Mothers; Parent Child Relationship; *Parent Education; Research Projects; *Stimulation; Verbal Development

Activities of the Institute for Development of Human Resources provide the information contained in this document. This first large-scale project of the institute was in parent education of disadvantaged mothers in the north central Florida area. The purpose of the project was to investigate a way in which early intervention into the lives of babies might break the poverty cycle, the intervention technique being the use of disadvantaged women in teaching mothers how to stimulate their infants. As a result of this project, the institute became one of the program sponsors for the Follow Through Program, which reflects the synthesis of strong institute interests--parent education, cognitive and language development, and systematic observation. The 11 papers of which this document is comprised represent individual studies resulting from either the original project or from the Follow Through Program. The chief topics of discussion are: The Disadvantaged Infant; and The Parent Educator as a Paraprofessional Agent of Change in the Education of the Disadvantaged.

19. Hamilton, M. L. Evaluation of a Parent and Child Center Program. Child Welfare, 1972, 51 248-255.

An evaluation of the effects of two parent and child centers set up as part of the national pilot project by the Office of Economic Opportunity to serve disadvantaged families with children less than three years old indicates substantial benefits for both children and parents.

20. Hamilton, Marshall L. Evaluation of a Parent and Child Center Program. Jun 1970, 16p. ED 045 189

Child Development, *Comprehensive Programs, Disadvantaged Groups, Family Environment, Intervention, Mexican Americans, Migrant Child Education, Migrant Education, *Parent Child Relationship, Parent Education, *Parent Participation, *Preschool Children, Program Evaluation, *Stimulation, Teacher Aides

In the particular intervention program described, children under 3 years of age are given a nursery school type of experience five days a week for eight or more hours a day, with program emphasis on stimulating retarded development. Mothers are given inservice training averaging 3 hours per week, stressing development of mothers' self-concept, general handling of the child, language development of the child, physical care, and development of child's gross and fine motor control. A minimum of 10 weeks of paid participation as a teacher aide is available for each of the mothers. Data are reported for ann 11-month

period on 15 families from two pre- and posttested on measures to determine motor, language, and social development and, in addition, a test was given to assess the stimulation potential of each child's home. Conclusions must be tentative in the absence of a control group, but posttest scores indicated a significant improvement in the amount and quality of developmental home stimulation. Subtest scores showed the greatest improvement in the areas of language development and developmental and vocal stimulation.

21. Hervey, Sara D. Attitudes, Expectations, and Behavior of Parents of Head Start and Non-Head Start Children. Report Number 1. Aug 1968, 24p. ED 030 475

*Child Rearing, *Compensatory Education Programs, Culturally Disadvantaged, Low Income Groups, Negroes, Parental Aspiration, *Parent Attitudes, Parent Child Relationship, Parent Influence, *Parent Participation, *Program Effectiveness, Questionnaires

Head Start was conceived not only as an intervention program with children, but as a total effort of intervention in the disadvantaged family. Head Start seeks to influence the child not only directly through the classroom program, but indirectly through the parents. It is, therefore, important to determine if parent participation in Head Start modifies their attitudes and behavior in a way relevant to the positive development of their children. In order to ascertain if such a change takes place, Head Start parents were compared with non-Head Start parents as to educational and child rearing practices. The data was obtained by administering the Merrill-Palmer Head Start questionnaire to 103 Head Start parents and 77 non-Head Start parents. Both samples were Negro and comparable on income level and family size. Very few behavior and sttitudinal differences between the two groups of parents were found. Those few differences were meaningful only individually and did not follow any pattern. These findings fail to support the assumption that Head Start experience will change the parents and thereby influence the child.

22. Hess, Robert D.; Shipman, Virginia C. Head Start Evaluation and Research Center, the University of Chicago. Report B, Maternal Antecedents of Intellectual Achievement Behaviors in Lower Class Preschool Children. Nov 1967, 27p. ED 022 551

*Academic Achievement, Achievement Rating, *Annual Reports, *Behavior Rating Scales, *Intellectual Development, Interviews, Item Analysis, Lower Class, Negro Mothers, Parent Child Relationship, *Parent Influence, Preschool Children, Social Isolation

The purpose of this research was to determine to what extent young lowr class Negro children's actual achievements in the middle class school

setting are influenced by maternal behavior and attitudes. Ninety Negro children, from 53 to 66 months of age, plus their mothers, were selected as the research sample. Interviews were conducted with the mothers to discover and assess their behaviors considered relevant in influencing the school performance of their children. The middle class school setting in which the children were placed was a summer preschool program. During this program the ability of the children was tested and rated. These measures of the children's achievement were interrelated to the maternal behavior data. It was found that mothers with high maternal individualization (that is, mothers high in active and analytical behavior) had a more significant positive influence on the achievement of their children. Two other maternal behaviors that appeared to contribute significantly to their children's achievement in school were (1) open communication between mother and child and (2) degree of social isolation of the mother.

23. Hess, R. D. et al. "Parent Involvement in Early Education," in Day Care: Resources for Decisions, E. H. Grotberg (ed.), pp. 265-298, Office of Economic Opportunity, Washington, D.C. (1969).

24. Investigation of the Effects of Parent Participation in Head Start. Final Technical Report. Sep 1972, 251p. ED 080 215

Changing Attitudes; Cognitive Development; Community Change; Community Involvement; Decision Making; *Economically Disadvantaged; *Evaluation; Methodology; Mothers; Nonprofessional Personnel; *Parent Attitudes; Parent Education; *Parent Participation; *Preschool Programs; Questionnaires; Readiness; Self Concept

This report is one of four describing a project which investigated the impact of Head Start parent participation on the program's quality, on institutional changes in the community, on the Head Start children, and on the Head Start parents themselves. Two types of parent participation were investigated: (1) parents in decision-making roles, and (2) parents in learner roles. Another type of involvement in which parents were paid employees in Head Start programs was also studied. This report gives a summary of the project's methods and results, and includes the statistical data gathered from the 20 Head Start centers studied. In general, results are supportive of high parent participation in both roles in relationship to all dependent variable areas. Results also indicate that extensive parent involvement in Head Start centers appears to be related to the degree of involvement parents had in recognizing, planning and implementing improvements in the centers. Related documents include PS 006 815, PS 006 816, and PS 006 817.

25. Investigation of the Effects of Parent Participation in Head Start. Appendices to the Final Technical Report. 1972, 168p. ED 080 218

Check Lists; *Data Collection; Data Sheets; Demography; *Economic Disadvantagement; *Evaluation; Parent Attitudes; *Parent Participation; *Preschool Programs; Questionnaires; Readiness; Self Concept; Tests

This publication is a compilation of eight appendices to the final technical report on a project which studied the effects of parent participation in Head Start. These appendices include the request for proposal, the telephone survey interview forms, the self-concept test forms, the program quality checklists, questionnaires, and other instruments used in the project. Related documents include PS 006 814, PS 006 815, and PS 006 816.

26. Jacobs, Sylvia H.; Pierce-Jones, John. Parent Involvement in Project Head Start. Part of the Final Report on Head Start Evaluation and Research: 1968-1969 to the Office of Economic Opportunity. Oct 1969, 101p. ED 037 244

Changing Attitudes, Child Rearing, *Compensatory Education Programs, Family Environment, Hypothesis Testing, Mexican Americans, Negroes, Parental Aspiration, *Parent Attitudes, *Parent Participation, Preschool Programs, *Program Effectiveness, *Program Evaluation, Rating Scales, Test Construction, Test Reliability

The present study was an attempt to assess the impact of Project Head Start upon the parents of children who participated in a 6-month Head Start intervention program in Austin, Texas. The sample was comprised of 57 Negro and 51 Latin-American parents. From the Parent Interview, which was administered to the female caretaker (usually the mother) of each child enrolled in the Head Start program both before and after the intervention had taken place, scales were constructed to measure the level of general optimism reported by each parent, and the aspiration level for the participating child reported by each parent. It was hypothesized that prior parental experience with Project Head Start, current parental experience with the program, and active parental participation in the program would increase parental scores on the two scales. None of these hypotheses was confirmed. It was further predicted that children of parents who showed favorable changes on a scale would gain more from their own Head Start experiences, in terms of changes in the scores on the tests administered to them both before and after the program, than children of parents who showed unfavorable changes on that scale. This prediction was not confirmed. It was also hypothesized that Latin-American parents should show more favorable change on the scales than Negro parents; this hypothesis was not confirmed.

27. Jester, R. Emile. Focus on Parent Education as a Means of Altering the Child's Environment. 1969, 11p. ED 033 758

Family Environment, Lower Class Parents, *Parent Education, Parent Influence, *Parent Participation, Preschool Children, *Program Descriptions, Teacher Aides

The Florida Parent Education Model, working with 5- to 7-year-olds enrolled in Follow Through programs, is based on the premise that a child's home environment has the most lasting influence on his adaptation to school and to the world around him. The program works with the mother, who, as educators are discovering, has more influence on the child than anyone else. The program recruits parent educators from environments similar to those of mothers with whom they will work. The parent educators visit parents in their homes and provide them with specific tasks to work on with their children. The parent educator is also expected to be a part of the classroom instructional system so she and the teacher collaborate on home tasks to provide both school-relevant and home-relevant behavior in the child. The program at this point appears to be moderately successful. Although, the only information available is subjective, it indicates that parent interest is increased, that parents are working more with children, and that there is more individual and small group instruction in the classroom than ever before.

28. Jones, Elizabeth. Involving Parents in Children's Learning. Childhood Education, Vol. 47, No. 3, pp. 126-130, December 1970.

29. Karnes, Merle B.; and Others. Educational Intervention at Home by Mothers of Disadvantaged Infants. Mar 1970, 9p. ED 039 944

*Compensatory Education Programs, Culturally Disadvantaged, *Home Programs, Intervention, Mothers, Parent Education, *Parent Participation, Positive Reinforcement, Preschool Children

The use of mothers of disadvantaged children as agents of educational intervention is investigated in this study. (The complete report will appear in the December, 1970, issue of "Child Development.") The program was designed to aid children's development and to foster a sense of dignity and value in the mothers. One Caucasian and 15 Negro mothers, all from poverty environments, completed the 15-month training program. The initial ages of their children who participated in the program were between 13 and 27 months. The training program for the mothers consisted of a 2-hour meeting every week at which they learned teaching techniques based on the principles of positive reinforcement. The mothers were asked to use these techniques with their children every day. Though an actual control group could not be maintained, comparisons were made with a matched group and with a group of siblings who were not taught with the reinforcement techniques. Comparisons based on the Stanford-Binet, and the Illinois Test of Psycholinguistic Abilities revealed the post-program superiority of the experimental group over both the matched group and the sibling group.

30. King, Beverly Forman. Inclusion of Parents in Supportive Educational Experiences. 1972, 148p. ED 081 468
Document not available from EDRS.

*Disadvantaged Youth, Intellectual Development, Learning Motivation, *Parent Child Relationship, *Parent Participation, *Parent School Relationship, Parent Teacher Cooperation, Perceptual Development, *Preschool Programs, Sex Differences, Verbal Development

A study was developed to involve parents in the learning environment of children attending a Head Start Child Development Center in the belief that it is crucial for the home and school to work closely for the development of the child. The purposes of the study were to (1) develop a series of take-home packets for involvement of parents and child, (2) investigate the effect of cooperation between home and school in learning experiences for children in the center, (3) determine if parent-teacher cooperation increases a child's motivation for learning, and (4) ascertain if parent-child interaction in learning experiences reflects a higher measure of intelligence. The children (N=64) were pre- and posttested on the Primary Mental Abilities Test and scored significantly higher on the posttest. It was concluded take-home packets contributed to the child's awareness of his mother's helping role. Child-parent-teacher interáction improved. Although a high degree of motivation appeared to be present during the study, results of tests do not support increased motivation. Greater parental dependency was reflected by the experimental group.

Availability: Royal Enterprises, P.O. Box 4171, Fort Worth, Texas 76106 ($3.95 plus 35¢ handling)

31. Larrabee, Margery. Involving Parents in Their Children's Day-Care Experiences. Children v16 n4, pp149-54, Jul-Aug 1969

32. Lazar, Joyce B. and Chapman, Judith E. A Review of the Present Status and Future Research Needs of Programs to Develop Parenting Skills. Social Research Group, The George Washington University, Wash., D.C., April 1972.

33. Levenstein, P. "Cognitive Growth in Preschoolers Through Stimulation of Verbal Interaction with Mother," paper presented at 46th Annual Meeting of the American Orthopsychiatric Association, New York, N.Y. (1969).

34. McCarthy, Janet Lee Gorrell. Changing Parent Attitudes and Improving Language and Intellectual Abilities of Culturally Disadvantaged Four-Year-Old Children Through Parent Involvement. Jun 1968, 115p. ED 027 942

Culturally Disadvantaged, Doctoral Theses, Home Visits, *Intellectual Development, Intelligence Quotient, Language Development, *Language Skills, Literature Reviews, *Parent Attitudes, Parent Child Relationship, *Parent Participation, *Preschool Children

The purposes of this study were to analyze parent involvement as it related to (1) the development of language abilities of culturally disadvantaged preschool children and (2) the intelligence test scores of these children and to analyze parent attitudes resulting from involvement. Nine hypotheses were tested. Forty-one 4-year-old Head Starters in Terre Haute, Indiana, participated. In Group I, no parental involvement was attempted. In Group II, parents participated in general meetings. Home visiting was the technique used with Group III. Analysis of data suggested these conclusions: (1) contrary to opinion, these parents are concerned about their children and are willing to cooperate with school personnel within the realm of their capabilities; (2) home experiences influcnce a child's language abilities; (3) the child has more capacity to perform when his visual processes are utilized, as opposed to his audiotype processes; (4) he is very inadequate in his ability to comprehend the spoken word and to express ideas orally; (5) disadvantaged parents tend to show little trust in their children. Implications of the conclusions were discussed, and suggestions for future research were proposed.

35. Miller, J. O. Diffusion of Intervention Effects in Disadvantaged Families, Urbana, Ill., ERIC Clearinghouse on Early Childhood Education, 1968. 29p. ED 026 127

Cognitive Development, Culturally Disadvantaged, *Diffusion, *Experimental Programs, Family Influence, *Family Programs, *Intervention, Mothers, Motivation, Parent Participation, Personality, Physical Health, Preschool Children, *Preschool Programs, Siblings

This paper assumes that environmental inadequacy is the primary factor leading to progressive intellectual retardation and inability to cope in a complex society. An intervention project begun in 1966 was designed to develop cognitive, motivational, personal style, and physical variables, which are functional categories related to competence. Subjects included 60 disadvantaged preschoolers (the "target" children), their younger siblings (the experimental groups), and their mothers. Group I (the maximum impact group) involved the mother and the target child at the Early Training Center. The mother's sequential program consisted of skill development, observation, and participation as a teacher. Aptitudes of skills for environmental mastery and sustaining attitudes for continued growth were developed in target children. In Group II, the target child was the only member of the family enrolled in the program. Families in Group III (the home visitor group) had no contact with the center, but a home-visiting teacher described procedures. A natural environmental group was chosen to match demographic characteristics of treatment families. In 2 1/2 years, younger siblings whose mothers participated were superior in all comparisons. Analysis of psychometric data on target children was significantly greater than those where no parental contact was maintained.

35a. Model Programs Compensatory Education: Mother-Child Home Program, Freeport, New York. 1972, 21p. ED 069 419

*Cognitive Development; *Compensatory Education; *Disadvantaged Youth; Environmental Influences; *Intervention; Learning Motivation; Mother Attitudes; Parent Role; Preschool Programs; Speech; Toys; *Verbal Communication

The Mother-Child Home Program was designed to modify the early cognitive experience of preschool disadvantaged children by "intervening" with a series of verbal stimulation activities planned to raise the child's measured IQ. Intervention was timed to occur with early speech development and within the context of family relationships. The program provided for structured verbal interaction between 2- and 3-year-old children and their mothers, centered around toys and books brought as gifts to the child by a trained program staff member. The program had four major components: 1) a focus on mother-child pairs; 2) the use of trained toy demonstrators who worked with the mother and child in their home; 3) Verbal Interaction Stimulus Materials (VISM) consisting of toys and books which formed the basis of the relationship; and 4) supervision, including selection of VISM according to specific criteria, development of methods to insure proper presentation of VISM, and monitoring the work of the toy demonstrators with each pair. Children in the treatment group showed statistically and educationally significant IQ gains when both professional social workers and trained nonprofessionals were used as toy demonstrators.

Also available from: Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Cat. No. HE 5.237:37085, $0.20)

36. Nimnicht, G. P. and Johnson, J. A. Beyond "Compensatory Education:" A New Approach to Educating Children, San Francisco, Calif., Far West Laboratory for Educational Research and Development, 1973.

37. O'Keefe, Ruth Ann. Bibliography: Home-based Child Development Program Resources, Office of Child Development, U.S. DHEW, Wash., D.C. 20202, 1973

38. O'Keefe, Ruth Ann. The Home Start Demonstration Program: An Overview, Office of Child Development, U.S.DHEW, Wash., D.C. 20202, 1973

39. O'Piela, Joan. Evaluation of the Preschool Child and Parent Education Project as Expanded Through the Use of Elementary and Secondary Education Act, Title I, Funds. Feb 1968, 47p. ED 021 621

Achievement Gains, *Inservice Programs, Multisensory Learning, *Parent Education, Parent Reaction, *Parent Workshops, *Preschool Programs, *Program Evaluation, Readiness, Self Concept, Vocabulary Development

A project to evaluate the effectiveness of 14 preschool centers in combining the services of family, community, and professional resources in a program to increase children's school readiness and potential for academic success involved eight hundred 3- and 4-year-olds and their parents. Meetings were held to teach parents to reinforce children's school experience and to strengthen the adults' own self-concepts. Inservice teacher workshops were also held. A language program pilot study was conducted in eight of the centers. Data were collected by means of a questionnaire filled out by preschool staff personnel, an experimental test battery administered to a sample of the preschoolers, teacher reports on parent meetings, the children's medical service records, and other test results. A significant result was that at almost all age levels, the preschool sample exceeded the norms means gains of a former pilot study group in language achievement. The results suggest that the preschool center program be continued with emphasis on a multisensory approach to curriculum and language functioning, that staff inservice workshops be continued, and that parent education meetings stress curriculum and program activities which the children were experiencing. An indepth study to develop the best mode of presentation for special language classes should be supported. Ten tables are included.

40. "Parental Involvement in Title I ESEA," DHEW Publication No. (OE) 72-109, U.S. Department of Health, Education and Welfare, Washington, D.C. (1972).

41. Parental Involvement in Title I ESEA. 1972, 18p. ED 066 684

Disadvantaged Environment; *Disadvantaged Groups; *Disadvantaged Youth; Educational Finance; Educational Legislation; *Federal Aid; *Federal Programs; Parent Conferences; *Parent Participation; Parent Responsibility

Title I of the Elementary and Secondary Education Act, passed in 1965 to improve the educational opportunities of educationally deprived children, is the largest Federal aid to education program. One of the things they hoped for was the involvement of parents and other citizens in Title I projects. This manual was written as a guide for local and State officials charged with implementing the provisions of Title I. It describes the rationale behind the parental involvement requirements, the history of parental involvement in Title I, and the logistics of starting a parent council. The manual was not designed primarily as a guide for parent council members, although they may find information it contains helpful in examining their own functions and it is suggested that they should be provided with copies. Nor is the manual intended to reflect parental involvement in the special components of Title I--the migrant education program and the program for the neglected or delinquent.

42. Parental Involvement in Title I ESEA: Why, What? How? U.S. GPO, Wash., D.C. 20402, Catalog No. HE 5.237:37094.

43. Parent Involvement in Compensatory Education Programs. Stanford Research Institute, Research Memorandum EPRC 2158-20. Aug 1973, 96p.

*Disadvantaged Youth, *Compensatory Education,*Parent Involvement, Preschool Children, Research, Evaluation, Educational Policy

Parent involvement in compensatory education has been postulated as one way of increasing the effectiveness of these programs. Various types of parental roles are discussed (tutors, paid employees, advisors and decision makers). Research evidence on the effectiveness of parent involvement in increasing children's subsequent achievement is summarized, and suggestions for further research given. The second section of this report deals with policy implications of parent involvement. New roles for parents are suggested, with reference to accountability and evaluation. Recommendations for the Federal role are also presented.

44. Perspectives on Parent Participation in Project Head Start: An Analysis and Critique. Oct 1972, 226p. ED 080 217

*Economic Disadvantagement; *Educational History; Educational Theories; Group Discussion; Home Visits; *Literature Reviews; *Parent Participation; Policy; *Preschool Programs; Social Change

This report is one of four describing a project which investigated the impact of Head Start parent participation on the program's quality, on institutional changes in the community, on the Head Start children, and on the Head Start parents themselves. Two types of parent participation were investigated: (1) parents in decision-making roles,

and (2) parents in learner roles. Another type of involvement in which parents were paid employees in Head Start programs was also studied. This report is divided into two parts. Part I is a discussion of the theoretical orientations behind the formation of Head Start and the other anti-poverty programs, and an examination of the history and development of the Community Action Program and Head Start itself. Part I concludes with a description and analysis of parent participation in the program. Part II is a review of the literature of the past decade related to Head Start and Head Start type programs. The report also gives a summary and analysis of the parent participation project research implications. Related documents include PS 006 814, PS 006 815, and PS 006 817.

45. Radin, Norma. Three Degrees of Parent Involvement in a Preschool Program: Impact on Mothers and Children. May 1971, 16p. ED 052 831

Behavior Rating Scales, Cognitive Development, Discussion Groups, Followup Studies, Mothers, *Parent Attitudes, *Parent Influence, *Parent Participation, *Preschool Programs, *Program Effectiveness, Testing, Tutoring

To determine the effect of different amounts of parental involvement, 80 4-year-old children from lower class homes, enrolled in a compensatory preschool program (class for one-half day, four days per week for a full year) were divided into three groups. Group I received supplementary bi-weekly tutoring from teachers with no parental involvement. Group II was tutored but in the presence of their mothers who became involved. Group III was offered the same tutoring as Group II, and mothers participated in small group discussions about child-rearing. The Stanford-Binet and the Peabody Picture Vocabulary Test (PPVT) were given as pretests and posttests to all children. A revised version of the Pupil Behavior Inventory was completed by teachers and two standardized questionnaires were completed by mothers to tap attitudes toward childrearing and cognitive stimulation in the home. No significant differences were found between groups in IQ gain on either the Stanford-Binet or the PPVT, although all groups gained significantly. Significant differences did emerge on factors of parental measures, but not on the teacher rating form. Desirable changes in maternal attitudes were found in the mothers who had been offered opportunity for maximum participation.

46. Radin, Norma; Glasser, Paul. The Utility of the Parental Attitude Research Instrument for Intervention Programs with Low-Income Families. Journal of Marriage and the Family; (in press), July 1970, 31p.

47. Schaefer, E. S. Parents as Educators: Evidence From Cross-Sectional; Longitudinal, and Intervention Research. Young Children, 1972, 27, 227-238.

The educational role played by parents is currently being re-assessed. Clearly, there is a linkage between the nature of parent-child interaction and certain aspects of the child's intellectual development. Here, the author reviews pertinent research, particularly as it relates to the planned use of parents as educators of young children.

48. Segal, Marilyn M.; Simco, Edward R. Home Start: School for Parents. Final Report. 1972, 64p. ED 080 185

*Child Care; Child Rearing; Educational Television; Formative Evaluation; Infancy; Manuals; *Parent Education; Program Attitudes; *Program Evaluation; Questionnaires; Summative Evaluation

Home Start: School for Parents is a parent education program with three major components: a Prototype School for Parents, a pilot television series, and a Manual for Parents on the infancy period. The prototype school is evaluated in terms of its impact on parents and infants, the manual and the television shows in terms of audience response and expert opinion. The final report describes both the formative evaluation that led to the on-going program modifications, and the summative evaluation that attempted to measure the success of the program in terms of immediate objectives. The long term objective of the program--to provide children from all SES groups with a better home start--cannot as yet be assessed.

49. Shipman, Virginia C. Disadvantaged Children and Their First School Experiences: ETS-Head Start Longitudinal Study. Demographic Indexes of Socioeconomic Status and Maternal Behaviors and Attitudes. Jun 1972, 90p. ED 069 424

*Demography; * Disadvantaged Youth; Factor Analysis; Interviews; *Longitudinal Studies; Mother Attitudes; Parent Role; Questionnaires; Reactive Behavior; *Socioeconomic Status

Part of a Head Start longitudinal study on disadvantaged children and their first school experience, this report provides: 1) a description of interrelationships among certain demographic indices, maternal attitudes, and behaviors reported in the parent interview using factor analytic techniques, and 2) plans for obtaining a reduced set of scores suggested by the results of structural analysis. Considerable variation in responses was evidenced in the data, concurring with other findings of the greater range than had previously been reported in level of stimulation and support offered a child in lower-class homes. The inappropriateness of speaking in terms of a single homogeneous "culture of poverty" is noted. The data suggest the feasibility of using a reduced set of scores from the interview to reflect meaningful differences in resources provided the child. Appendices are provided on parent interview and interviewer instructions, score description, and supplementary tables.

50. Stanford Research Institute. Interim Report on the Implementation of Planned Variation in Head Start, available from Stanford Research Institute, Menlo Park, Calif. 94025, 1971.

51. Stanford Research Institute Report. Longitudinal Evaluation of Selected Features of the National Follow Through Program. Appendix B: Parent Interview Survey, 1969-70, available from Stanford Research Institute, Menlo Park, Calif. 94025. (OEC-0-8-522480-4633-100: SRI Project 7370), March 1971.

52. Stearns, Marian S. Report on Preschool Programs: The Effects of Preschool Programs on Disadvantaged Children and Their Families. Final Report. 1971, 195p. ED 062 025

Behavior Change; Comparative Analysis: *Disadvantaged Youth; *Early Childhood; Early Childhood Education; Educational Finance; *Educational Programs; *Family Life; Federal Programs; Intellectual Development; Low Income Groups; *Preschool Education; Public Support; Reports; Research; Social Influences; State Programs

An examination of the written evidence of the effects of preschool programs on disadvantaged children and their families is presented. Hundreds of studies were reviewed to determine what kind of justification they provide for continued support of federal, state, and other publicly financed preschool programs. The Head Start and ESEA programs have been reaching about 530,000 children of low-income families or neighborhoods yearly. Two major state-supported programs in California and New York together involve about 30,000 children beyond those in Head Start and ESEA Programs. Findings include: (1) Public preschool programs have been successful in changing intellectual and social behavior of disadvantaged children in positive directions over the short run; (2) Uncertainty about effects on children's social and emotional development stems not only from the paucity of reliable measurement but also from lack of concensus about what constitutes positive change; and (3) Participation of the parents in workshops and meetings at preschool centers has not been shown to make reliable changes in parents' attitudes about themselves and their own situations, but measures almost always indicate positive feelings toward the preschool program and positive changes in attitude toward school. It has been concluded that these preschool programs promote growth and development in disadvantaged children and that such programs might be justified as models for research and reform.

53. Stearns, M. C. and Peterson, S. Parent Involvement in Compensatory Education Programs: Definitions and Findings, available from Educational Policy Research Center, Stanford Research Institute, Menlo Park, Calif., March 16, 1973.

54. Stern, Carolyn and others. Increasing the Effectiveness of Parents-as-Teachers. Dec 1970, 43p. ED 048 939

Cognitive Development, Disadvantaged Groups, *Group Dynamics, *Language Proficiency, Motivation, *Parent Attitudes, Parent Child Relationship, Parent Education, Parent Influence, *Parent Participation, Parent Role, Tables (Data), Teaching Styles

This study involved the use of group process techniques in meetings at which parents and teachers were encouraged to express their feelings, frustrations, needs and expectations. The two hypotheses tested were: (1) parents participating in the encounters will evidence more direct concern for their children's preschool education and more favorable attitudes toward Head Start than those not attending such meetings; and (2) that the children of parents participating will score higher on tests of language performance and information acquisition than children of parents not attending. The study included two Head Start classes involving 30 black, Mexican-American, and Anglo children. The children were pretested and posttested with the Peabody Picture Vocabulary Test, Caldwell Preschool Inventory and Situational Test of Competence (Midmeasure). Parents were tested with Parents Expectations for Achievement of Children in Head Start (PEACH), Parents Attitudes Toward Head Start (PATHS), and the "How I Feel" measure of alienation. Demographic data was also collected and parents and teachers completed the Situation Test of Competence as they expected the child to respond. Results of the study showed that only the second hypothesis tested was supported.

55. Streissguth, A. P. & Bee, H. L. Mother-child Interactions and Cognitive Development in Children. Young Children, 1972, 27, 154-173.

We have known for many years that early mother-child interactions can have a powerful effect on the child's developing personality, but can such interactions also have an effect on the child's developing intellectual abilities? Does the way a mother talks to an infant or young child, or how much she talks to the child, make a difference in his ability to conceptualize? Do mothers who interact more with their infants and children more have brighter children? These and other questions are discussed in this paper; the recent research is presented and analyzed, and some of the methodological problems are emphasized.

56. Tewksbury, Robert. An Innovative Program for Prevention of Reading Failure in Disadvantaged Pre-School Children by Home Intervention. Nov 1971, 6p. ED 068 175

Child Development; *Compensatory Education; Concept Formation; *Disadvantaged Groups; Instructional Staff; *Language Development; *Parent Participation; *Preschool Programs; Reading Readiness; Reading Skills; Siblings

A proposal for a reading program to help the culturally, economically, and educationally deprived preschool child develop his language and concept formation before he enters school is presented. A home visiting remedial teacher would train parents to develop language skills and concepts through (1) specific fine motor skills, (2) sequencing skills, (3) visual-auditory and language perception, (4) reading suitable books, (5) using cassettes (if the parent cannot read), (6) developing location concepts, (7) using whole sentence structure skills, (8) viewing Sesame Street, and (9) utilizing older siblings. Approximately 25 preschool children from two to five years old will participate. They will be siblings of Title I elementary project pupils enrolled in remedial reading who are culturally and educationally deprived. Staff, consisting of certified reading teachers and aides, will visit each child and his parent at least once a week for an hour to oversee the training. The project will receive publicity through local radio station interviews, a brochure distributed to other educational agencies in the state, and informational feature stories in local newspapers.

57. Tocco, T. Salvatore; Bridges, Charles M., Jr. Mother-Child Self-Concept Transmission in Florida Model Follow Through Participants. Feb 1971, 34p. ED 047 079

Caucasian Students, Economically Disadvantaged, *Elementary School Students, Home Visits, *Intervention, *Kindergarten Children, Mothers, Negro Students, *Parent Child Relationship, *Self Concept

The purpose of this study was to: (1) examine the relationship of mothers' self-concept measures to children's self concept-measures; (2) analyze change in self-concept measures of children as a function of initial (beginning of school year) self-concept measures of mothers; and, (3) analyze change in self-concept measures of children as a function of change in self-concept measures of mothers. Self-concept measures were collected on 323 deprived mothers and their children. Canonical and factor analyses indicated that self-concept measures of mothers are related to self-concept measures of their children; and that beginning of school year self-concept measures of mothers are related to change scores of their children over the school year. The latter relationship appears to have practical as well as statistical significance. Prior research suggests that even in relatively standardized achievement data the correlation between status and growth appears to be about 0.10. Hence the figure of 0.307 between status and growth appears substantial.

58. Wiener, Gerald; and others. New Orleans Parent Child Development Center. Apr 1973, 33p. ED 080 206

Disadvantaged Groups; Home Visits; *Infants; *Intervention; *Mothers; Negative Reinforcement; *Parent Child Relationship; *Parent Education; Parent Participation; Parent Workshops; Positive Reinforcement

The New Orleans model for parent-infant education involves the use of non-professional workers, trained by professional staff, who teach general concepts of child development and child management to groups of disadvantaged mothers. Two themes are stressed: the parent is now and will be the child's most important teacher, and all the baby's time is learning time. In the long range view, research at the Parent Child Center is designed to investigate whether or not educational intervention needs to be implemented from the first year of life for optimal success and also to evaluate two systems of delivering services (in a center versus home visits). Results are as yet inconclusive.

59. Wohlford, Paul. An Overview of the Parent Project. 1972, 6p. ED 069 390

Behavior Patterns; *Economic Disadvantagement; Family Influence; *Intervention; Low Income Groups; *Parent Role; Participation; *Preschool Children

An overview is presented of the final report of the Parent Project, which sought to demonstrate whether participant group methods are suitable for helping low-income parents help themselves and their preschool children in Head Start. The nature, rationale, and interrelationships among the various components of the project are specified. The first part of the report reviews studies to prepare measures for the Parent Project--the invention, refinement, and replication of appropriate research instruments to use with the basic panel of Parent Project families who were to receive the participant group intervention. Part II deals with the studies of family dynamics and socialization with Parent Project evaluation methods and families. In Part III a review is given of the Head Start parents in the participant groups, with five sources of evaluative data assessing the effects of the participant group meetings, including the mothers' and children's pre- and post-test changes, parents' attendance at meetings, the content or process of the meetings, and data from a questionnaire study.

Longitudinal Studies

Evaluations, over time, of various early childhood programs, including Head Start and Follow Through.

60. Alkin, Marvin C. A Review of the Evaluation of the Follow Through Program. May 1970, 9p. ED 041 642

    *Compensatory Education Programs, *Evaluation Methods, Objectives, *Program Evaluation, Program Improvement

This review of a research institute's evaluation of the national Follow Through program asserts that both the contracting office and the research institute failed to adequately specify the kind of study intended and the functions which it proposed to serve. One of several kinds of evaluation studies might have been undertaken: (1) a research study, demonstrating relationships between variables to provide hypotheses for program approaches, (2) a summative evaluation of the national program, (3) a summative evaluation of the relative effectiveness of various sponsor programs in achieving the Follow Through objectives, or (4) a formative evaluation, providing information to the decision-maker useful in modifying the program or in understanding outcome differences. It is difficult to make specific recommendations because of the lack of study definition. General recommendations are: (a) that the institute's evaluation study be continued for one more year since preliminary data collection has already been done, (b) the study focus be clarified, with the assistance of an outside panel, and (c) the best approach for the coming year would probably be alternative (3), listed above.

61. Annual Evaluation Report, 1970-71. Early Childhood Education Learning System, Fort Worth Central Cities Project. Apr 1971, 103p. ED 063 436

    Cognitive Development; Comparative Analysis; *Compensatory Education; Compensatory Education Programs; Cultural Disadvantagement; Cultural Enrichment; *Culturally Disadvantaged; Early Experience; Economically Disadvantaged; Educationally Disadvantaged; Intelligence; *Preschool Children; Preschool Education; Preschool Learning: Psychomotor Skills; *Self Concept; *Special Education; Urban Education

This is the evaluation report of the third year of operation, 1970-71, of the Fort Worth Central Cities Project, which was initiated in 1968-69 to provide structural preschool experiences for two- to five-year-old children from an economically deprived area in the Fort Worth inner city. The Project was a joint effort of the Southwest Educational Development Laboratory and the Fort Worth Central Cities staff. Evaluation results indicate that the Project was successful

in preparing economically disadvantaged children to enter first grade on an equal footing with their more advantaged agemates, and to experience success in their first experience with formal schooling. The report contains a description of the program and its objectives, the evaluation design, the comparison groups, the hypotheses to be tested, and the results of the evaluation (including an evaluation of special education and self-concept). There are numerous tables and figures throughout the report.

62. Archer, Philip D.; Sewall, Michael B. Compensatory Prekindergarteners' I.Q. Gain Correlated with Third Grade Reading Achievement. Feb 1973, 10p. ED 080 179

*Achievement Gains; *Compensatory Education Programs; Correlation; *Inteligence Quotient; *Intelligence Tests; Preschool Education; *Preschool Programs; *Reading Tests; Standardized Tests; Technical Reports

The purpose of this study was to investigate the correlation between gain on the Stanford-Binet Intelligence Test (S-B) in compensatory prekindergarten programs, and scores on the New York State Pupil Evaluation Program (PEP), Reading Section, over three years later. Four hundred and five subjects showed a correlation of 0.42 for the pre-post S-B gain correlated with PEP, when corrected for regression, versus 0.13 for uncorrected S-B gain. Additional correlations were computed for restricted IQ ranges. This study lends support to compensatory education programs attempting to raise IQ's. [Not available in hard copy due to marginal legibility of original document.]

63. Beller, E. Kuno. Impact of Early Education on Disadvantaged Children. 1972, 85p. ED 069 428

Achievement Tests; Cognitive Tests; Comparative Analysis; *Disadvantaged Youth; Emotional Development; Home Visits; Inservice Teacher Education; Intellectual Development; *Intelligence Level; Intelligence Tests; *Intervention; Measurement Techniques; Motivation; Nursery Schools; Parent Teacher Cooperation; *Primary Grades; Public Schools; Socioeconomic Influences; Testing; Urban Areas

The present study was undertaken to investigate the interplay of motivation, socio-emotional interactions between the child and his educators in the impact of early educational intervention on the later development of disadvantaged children. The study attempted to concentrate on obtaining a broad spectrum of the child's functioning and changes in the child's functioning over time. The focus was equally on immediate and long range effects of early educational intervention. By attempting to encompass a wide range of the child's functioning and a broad temporal span it was hoped to avoid ending up with fragmented

findings. The children were drawn from four public schools located in an urban slum area. Negroes constitute seventy-one percent of the population in the target area. Each of four schools in the area opened a nursery program for 15 four-year-old children. Each classroom had one head teacher and one assistant teacher. The classes operated four days a week; on the fifth day, the teachers were engaged in a continuation of their in-service training program, making home visits, and working closely with parents and school personnel. Three different types of measures were employed to assess development in the area of intellectual functioning: standardized intelligence tests, measures of academic achievement, and a measure of cognitive style. Measures of socio-emotional functioning were also employed. Two major findings are: (1) The three groups on entering school did not differ from each other on their intellectual functioning; and (2) Initial exposure to school resulted in a larger increase in the level of intellectual functioning.

64. Beller, E. Kuno. A Study of Cognitive and Social Functioning. Project II: A Study of the Attitudes of Parents of Deprived Children. Project III. Aug 1967, 61p. ED 025 310

Achievement, Annual Reports, Behavior Patterns, Childhood Attitudes, *Cognitive Development, Culturally Disadvantaged, Educational Background, Educational Experience, *Educationally Disadvantaged, Grade 1, Kindergarten, *Language Development, Language Skills, *Longitudinal Studies, Personality Assessment, *Personality Development, Preschool Children, Readiness, Verbal Ability

This project deals with characteristic functioning of lower class educationally disadvantaged preschool children, the impact of the preschool experience, and the personality of the child and his readiness to gain from the educational process. The disadvantaged preschool children functioned intellectually and verbally below their middle class peers and were 8 months behind them in language development. Longitudinal data indicate that children who have had preschool training scored higher on test batteries in the first grade, that their language development is superior, and that their academic achievement and attitudes toward learning are significantly higher. Early education intervention is valuable to the development of self-confidence and greater trust in their environment. These children scored higher on dependency on teachers, on aggression, and on achievement striving than did children without preschool training. A study of mother-child interaction will continue, and a study of gainers, nongainers, and losers is underway. Twenty-eight tables and a list of other articles by the author are given.

65. Berger, Barbara. A Longitudinal Investigation of Montessori and Traditional Prekindergarten Training with Inner City Children: A Comparative Assessment of Learning Outcomes. Three Part Study. Sep 1969, 164p. ED 034 588

Classroom Techniques, Cognitive Development, *Comparative Analysis, Culturally Disadvantaged, *Educational Research, Inner City, Intervention, *Longitudinal Studies, Perceptual Development, Preschool Children, *Preschool Programs, *Program Evaluation, Teacher Evaluation, Urban Population

This research investigates the learning impact of Montessori prekindergarten training as compared to traditional approaches with economically deprived Puerto Rican and Negro children. The three-part, 156-page monograph includes a 22-page introduction to Parts I and II, and a 37-page appendix to Part I. Parts I and II assess training effects of the first year of schooling, focusing on children beginning prekindergarten at approximately 4 to 4 1/2 years of age. The basic research design also includes an evaluation of training for children beginning school at 3 to 3 1/2 years. Part I contains an evaluation of perceptual and cognitive abilities. Part II investigates pupil preference for cognitive styles typifying ego strength in the young child and relevant for autonomous problem-solving strategies. Part III includes a follow-up assessment conducted at the end of kindergarten in order to investigate the cumulative effects of training over a longer period of schooling. The appendix to Part I contains age, sex, and ethnicity trends for the population investigated, a 25-page description of the test battery, a sample teaching log monthly checklist, and a list of sample questions for teacher interviews. The monograph also includes a list of 54 references used for Parts I, II, and III.

66. Cawley, John F. and others. An Appraisal of Head Start Participants and Non-Participants; Expanded Considerations on Learning Disabilities Among Disadvantaged Children. 1968, 115p. ED 027 939

Academic Performance, *Comparative Analysis, *Compensatory Education Programs, Control Groups, Culturally Disadvantaged, Factor Analysis, Grade 1, Intervention, Kindergarten, *Longitudinal Studies, Mental Development, *Program Effectiveness, Student Characteristics, Test Reliability

First grade children from two Head Start (HS) groups and one non-Head Start (NHS) group were administered a battery of tests for the purposes of (1) comparing the developmental status of HS and NHS subjects, (2) examining patterns of specific learning disabilities among HS and NHS children, (3) determining the stability coefficients of selected instruments, and (4) analyzing the predictive capabilities and factoral structure of selected evaluative instruments. Group one, the primary Head Start sample, was composed of 54 disadvantaged children who had attended a year-long preschool program and had been tested during that time. Group two, a secondary Head Start sample, consisted of 77 disadvantaged children who had also attended a year-long program but had not had testing experience. The comparison group consisted of 78 non-Head Start disadvantaged children. Available data indicated

that HS and NHS children demonstrated no significant differences in developmental characteristics in kindergarten. The comprehensive testing in the first grade showed the same trend: there were no significant differences between children having participated in HS and not having participated in HS in learning ability. The first grade data also showed that all of the subjects in this study labored under serious learning disabilities.

67. Cobb, Herman; Hunter, Earl. An Evaluation of the Nichols Avenue Follow-Through Program. Final Evaluation Report. 1971, 68p. ED 068 158

*Disadvantaged Youth; Early Childhood Education; Federal Programs; Grade 1; Grade 2; *Intervention; Interviews; Kindergarten; Low Income Groups; *Mathematics Instruction; National Competency Tests; Parent Attitudes; *Program Evaluation; Questionnaires; *Reading Achievement; Statistical Data; Student Attitudes; Teacher Attitudes

The effectiveness of the Nichols Avenue Follow-Through Program, in Washington, D.C., and the extent to which it provides for improving opportunities for children of low-income families to learn and achieve up to and above national norms in the areas of reading and mathematics were evaluated. The program goals were to assure that: (1) by the end of grade 3 or by the third year in the program children who were taught a full lesson on at least 165 school days would exceed national norms on achievement tests in reading, arithmetic, basic language concepts, and logical thinking; (2) the percentage of readers below grade 2 reading level would be negligible; (3) the children in the program would like school and demonstrate a good self-concept and self-motivation; and (4) 20% to 35% of the parents would be involved in the program operation. The program evaluation was effected by interviews with 65 students from the three grades served by the program--kindergarten (4 classes), grade 1 (4 classes) and grade 2 (3 classes)--by interviews with parents, and by questionnaires completed by 21 staff members. The evaluation findings were as follows: (1) the students are achieving near the national norm in reading and mathematics and are achieving above the large-city norms and the D.C. median scores in both areas; (2) the children appeared happy and liked school; and (3) the majority of the parents responded favorably to the program. It is concluded that the major goals of the program are being met.

68. Cortes, Carlos F. and others. Evaluation of the Cleveland Child Development Program. A Longitudinal Study (First Year Report). 1966, 101p. ED 020 000

*Longitudinal Studies, Rating Scales, Intellectual Development, Perceptual Development, Psycholinguistics, Child Development Centers, *Culturally Disadvantaged, *Cognitive Measurement, Expressive Language, Experimental Groups, Control Groups, Standardized Tests, Program Evaluation, *Preschool Children

In order to evaluate the effect of a structured preschool academic program upon the cognitive growth of culturally deprived children, a longitudinal study was begun on 107 four-year-olds in Cleveland, Ohio. Relevant research literature was reviewed in designing the study. The first phase, recounted in this report, explored psycho-linguistic, perceptual, and intellectual functioning. The children were divided into one control group receiving custodial care and two experimental groups, one white and one negro, both belonging to the public school child development program. Pre- and posttesting occurred at a 10-week interval, using the Stanford-Binet Intelligence Scale (S-B) and the Illinois Test of Psycholinguistic Ability (ITPA). A secondary research project used the Frostig tests to measure 45 children, randomly selected from the three groups, who had been given additional perceptual training. Data were anlayzed in terms of preschool or nonpreschool and boys or girls. Results showed that (1) S-B and ITPA are more stable measures than Frostig at this age, (2) gains were greater in brighter children, (3) exercise is needed in vocalizing experience, (4) girls surpass boys in language development, and (5) visual perception improved after using the Frostig program. A fairly extensive bibliography is included.

69. Crouthamel, Willard W.; and others. Evaluation of the Follow Through Program 1970-71 Vol. V, No. 2. Sep 1971, 67p. ED 059 173

*Data Analysis; *Decision Making; *Program Content; *Program Evaluation; *Program Improvement

This report provides information and data to school decision-makers, emphasizing the identification of promising practices, major contributions of personnel, and weaknesses of the Follow Through program in Atlanta. Much of the information presented is in a question-answer format and is based on both hard and soft data. Suggestions for improving the program are also included. The main sections of the report are 1) management-control, process, diagnosis, and communication; 2) information data; and 3) conclusions, suggestions, and concerns. Major recommendations are that 1) scheduled time should be spent each week by the Follow Through director and other key administrative and model personnel observing classes, 2) all policy should be carefully specified before school begins, 3) the complete involvement of parents should be a major concern, 4) teachers and principals should be active participants at all planning meetings and conferences, 5) model oriented tests should be the basis of most assessment, and 6) there should be more of an emphasis on quality in the processing of data. An appendix includes the Follow Through data bank organization, feedback breakdown by schools, Follow Through objectives, priority of objectives, and comparison classes.

70. Datta, Lois-ellin. Planned Variation: An Evaluation of an Evaluative Research Study. Nov 1972, 15p. ED 077 568

*Compensatory Education Programs; *Curriculum Research; Evaluation Criteria; *Evaluation Methods; Preschool Education; *Preschool Programs; Program Evaluation; *Research Methodology; Research Problems; Speeches

Planned Variation was designed as a three-year program to assess the implementation of prominent preschool curricula in Head Start and the immediate effects of the programs. Sites used were those in which the sponsor already had a Follow Through program; the research project lacked the necessary control over site characteristics. Consultants visited the sites monthly. The classroom observation form and observer rating scale were keyed to what the sponsors said distinguished their model. Consultants developed sponsor-specific checklists. Controversy over expected outcomes and selection of tests of cognitive development created additional problems. It was found that statistical analysis could not compensate for the research design. Year 1 saw an emphasis on assessing implementation, the creation of the Classroom Observation instrument, the investment in creating new measures for years 2 and 3, the clinical case history and the consultant as innovations. Year 2 added a review panel for the project and increased the investment in developing new child and family measures. Year 3 added sponsor-specific studies, research for individual sponsors. Year 4 is for phasing out the sites. A summary is made of what was learned about evaluative research administration that may be applicable to similar studies.

71. Disadvantaged Children and Xheir First School Experiences. ETS-Head Start Longitudinal Study: Preliminary Description of the Initial Sample Prior to School Enrollment. A Report in Two Volumes: Volume 1. Aug 1970, 300p. ED 047 797

Cognitive Development, Comparative Analysis, *Disadvantaged Groups, *Educational Experience, Emotional Development, Family Characteristics, Family Influence, *Longitudinal Studies, Mother Attitudes, Mothers, Parent Child Relationship, *Preschool Children, Social Development, Tables (Data), Testing

This preliminary report is the fourth in a series describing the progress of a 6-year longitudinal study by the Educational Testing Service (ETS). The present report specifically describes initial differences between children who go on to Head Start, and those who do not, based on results of 16 of the 33 measures administered in Year 1 (1969) in three of the study sites: Portland, Oregon; St. Louis, Missouri; and Trenton, New Jersey. In addition to test scores, information was collected on family and health. Comparisons are made in relation to the children themselves (sex, age, race, month of testing,

test scores, and health information) and to their family situations. The results of the comparisons are discussed in relation to (a) relevant additional information on characteristics of Head Start population provided by the Office of Child Development/Head Start; and (b) related findings in the literature on disadvantaged children, especially in respect to Head Start attendance or non-attendance. Variables relating to the parental decision to send a child to Head Start are: Head Start attendance by an older sibling, the mother's employment status, the educational level of the parents, parental attitudes towards jobs and education, size of the family, race, and the child's sex. Other parts of the longitudinal study can be located as ED 037 486, ED 043 391, and ED 043 397.

72. Disadvantaged Children and Their First School Experiences. ETS-Head Start Longitudinal Study: Preliminary Description of the Initial Sample Prior to School Enrollment. A Report in Two Volumes: Volume 2--Tables. Aug 1970, 1,262p. ED 047 798

*Comparative Statistics, Disadvantaged Groups, *Longitudinal Studies, Preschool Children, *Statistical Data, Tables (Data), *Test Results

As part of its 6-year longitudinal study designed to assess the impact of Head Start, Educational Testing Service (ETS) has summarized and compiled tables of data collected on 16 of the 33 instruments administered to children in 1969 in three sites (St. Louis, Missouri; Trenton, New Jersey; and Portland, Oregon). Data from the parent interview and the child's medical examination is also included. The 806 tables are reproduced as computer printouts. Topics are: (1) Health Information, (2) Parent Interview, (3) Boy-Girl Identity Task, (4) Brown IDS Self-Concept Referents Test, (5) Cooperative Preschool Inventory (Caldwell), (6) ETS Enumeration Task I, (7) ETS Matched Pictures Language Comprehension Task I, (8) ETS Story Sequence Task, (9) Fixation Time, (10) Hess and Shipman Toy Sorting Task, (11) Johns Hopkins Perceptual Test, (12) Matching Familiar Figures Test, (13) Motor Inhibition Test, (14) Open Field Test, (15) Risk Taking Task 2, (16) Sequin Form Board, (17) Vigor. The narrative portion of this report (Volume 1) is PS 004 436. Other reports of the ETS study are ED 037 486, ED 043 391, and ED 043 397.

73. Effective School Programs for Disadvantaged Minority Children. Feb 1973, 5p. ED 080 198

*Achievement Gains; *Disadvantaged Youth; *Early Childhood Education; Educational Improvement; Educational Innovation; *Educational Programs; Intelligence Quotient; *Minority Group Children; National Norms; Tables (Data)

Twenty-one high impact educational programs for disadvantaged minority children are reviewed. The projects involved were selected by the U.S. Office of Education for the 1972 Education Fair in Washington, D. C., or have been cited for excellence by the U.S. Office of Education, the National Education Association, or the Council for Basic Education. For each project the following information is included: School district involved, number of children affected, curriculum, and test score gains.

74. The ETS-OEO Longitudinal Study of Disadvantaged Children. 1968, 6p. ED 039 927

*Child Development, Cognitive Development, *Culturally Disadvantaged, Emotional Development, Family Characteristics, Grade 1, Grade 2, Grade 3, Kindergarten Children, *Longitudinal Studies, Perceptual Development, Physical Development, Preschool Children, Social Development

The Educational Testing Service (ETS) is beginning a comprehensive longitudinal study of the cognitive, personal, and social development of disadvantaged children from age 3 to grade 3. ETS hopes to identify the antecedents of favorable intellectual and social development and to suggest what kinds of educational programs might help to bridge the gap between the disadvantaged and the more affluent. The study will involve 9 groups of children in 23 elementary school districts in New Jersey, Alabama, Missouri, and Oregon. Some of the principal features of the study design are that: (1) the groups will be "natural" rather than "contrived," i.e. parents will decide about their children's participation in Head Start or kindergarten in the ordinary way; (2) the subjects will be English-speaking Negro and white children; (3) where possible, ETS selected districts that were mixed by race and socioeconomic status; and (4) cross-sectional comparison groups were included to provide baseline data. Data will be collected from measures of the family, measures of the child's physical, perceptual, cognitive, and personal-social development, and measures of the classroom, teacher, school, and community. Interviews, observation techniques, medical examinations, questionnaires, and tests will be used to collect data. Cooperation from parents, schools and Head Start program personnel is actively being sought by ETS.

75. Flapan, Dorothy; Neubauer, Peter B. Developmental Groupings of Pre-School Children. 1970, 25p. ED 046 513

Child Development, Clinical Diagnosis, *Culturally Advantaged, Developmental Psychology, Early Childhood, Groups, *Identification, *Longitudinal Studies, *Mental Health, Models, Nursery Schools, *Preschool Children, Psychopathology, Research Methodology

This paper reports a longitudinal study of the mental health or pathology of a non-clinical population of 45 children from 4 to 6-years-old from an environment of economic, educational and cultural advantage. Data was collected annually on these children for a period of three years. Findings showed that the majority of children between four and six years of age were judged by clinicians to have pathology, with or without interference with development, and that researchers were able to detect psychic constellations at age four that maintained themselves during the next two years. These findings point up the need to develop means for assessing mental health in the first years of life, as well as the need to explore the variety of mental health services that may be useful for children between four and six years.

76. Follow Through Project, Wichita Unified School District 259: Initial Year, September 1968--May 1969 Evaluation Report. Oct 1969, 156p. ED 039 027

Adjustment (to Environment), *Compensatory Education Programs, Family Environment, Intellectual Development, Kindergarten Children, Parent Participation, *Program Evaluation, Readiness, Self Concept, Student Characteristics, Teacher Aides

This study obtained data to compare the progress of low income Follow Through pupils with full-year Head Start pupils attending regular kindergarten classes. Five groups of children were compared according to class characteristics, parent participation, teacher interviews, and parent interviews. All groups were administered the Metropolitan Readiness Test and the Wichita Guidance Center Kindergarten Check List. ITPA was given as a pre- and posttest. The home conditions of the two groups of pupils who had full-year Head Start were found to be comparable. A high level of parent involvement in school and school-related activities was indicated. Interview data showed that teachers were enthusiastic about having teacher aides and noted improvement in pupils in the areas of awareness and self-acceptance, development of interest levels and curiosity, and readiness for more formal instruction. Of the five groups, Follow Through pupils showed the greatest gains in adjustment to school. On a test of readiness, full-year Head Start pupils not in Follow Through were comparable to full-year Head Start pupils in Follow Through pupils on six out of nine subtests and on the total score. The growth of Follow Through pupils will be studied as they progress through the various grade levels.

77. From Theory to Operations. Disadvantaged Children and Their First School Experiences, ETS-Head Start Longitudinal Study. Aug 1969, 259p. ED 043 397

Behavior Rating Scales, Community Problems, Community Study, Culturally Disadvantaged, Data Analysis, Data Collection, Educational Development, *Longitudinal Studies, Parent Child Relationship, Physical Development, *Preschool Children, *Program Evaluation, *Research Methodology, *Research Tools, Social Development

In the summer of 1969, Educational Testing Service (ETS) began identifying the 1,650 3 1/2-year-old children in four sites across the country who would become part of a six-year longitudinal study designed to assess the impact of Head Start. The sites were Lee County, Alabama, St. Louis, Missouri, Trenton, New Jersey, and Portland, Oregon. The children were measured on a large number of relevant variables before any of them had experience with some or no Head Start program. This report (the second of three) describes attempts to design an evaluative program based upon conceptions of the complexity of the human organism and an interaction model of human development. Six chapters present: (1) a short history of the ETS study, (2) impressions of the study communities, (3) measures used in initial assessments, (4) data collection procedures, (5) data storage and retrieval system, (6) plans for data analysis. The seventh and final chapter anticipates the activities of 1969-1970. Four appendixes are included: (a) tryouts of measure, (b) working papers, (c) the ETS-Head Start Longitudinal Study and the Westinghouse Study, (d) project personnel. Another part of this study is available as PS 003 657.

78. Golden, Mark; and others. Social Class Differentiation in Cognitive Development: A Longitudinal Study. 1969, 24p. ED 033 754

*Cognitive Development, Environmental Influences, Health Conditions, Heredity, *Intelligence Differences, *Intelligence Quotient, Language, *Longitudinal Studies, Negroes, Prenatal Influences, Preschool Children, Social Influences

In an effort to isolate the emergence and causes of social class differences in intellectual performance, this longitudinal study was undertaken as a follow-up on a cross-sectional study that yielded no social class differences on the Cattell Infant Intelligence Scale for 12-, 18-, and 24-month-old black children. In the present study, 89 children from the 18 and 24 month samples of the previous study were tested on the Stanford-Binet at 3 years of age, and their mothers were given the Peabody Picture Vocabulary Test. There were highly significant differences on the Stanford-Binet between groups based on different socioeconomic status. Correlations between child's score and mother's score tend to increase with the child's age. These findings match those previously reported for white children. Interpretation of the data seems to indicate that social class influences on intellectual performance are operating but statistically insignificant at 18 and 24 months, finally becoming significant during the third year of life. Rather than being caused by either malnutrition or hereditary factors, social class differences in intellectual development may be due to differences in the acquisition of abstract knowledge, the pattern of verbal interaction between parents and child, and differences in symbolic thinking ability.

79. Gray, Susan W.; Klaus, Rupert A. The Early Training Project: A Seventh Year Report. 1969, 19p. ED 032 934

Academic Achievement, Comparative Analysis, Compensatory Education Programs, Control Groups, *Culturally Disadvantaged, Experimental Groups, Grade 4, Intelligence Quotient, *Intervention, *Longitudinal Studies, Negroes, Parent Education, Preschool Programs, *Program Evaluation, Siblings

An intervention program was designed to study offsetting progressive school retardation of deprived children and the impact of the program on the community. This third report presents findings at the end of the fourth grade, 3 years after the experiment ceased. Subjects were 88 children, all Negro, and 27 of these served as a distal control group. Summer schools, home visitations, and weekly meetings recorded student and parent attitudes concerning achievement and aptitudes related to achievement. (Described in detail in an earlier report). The Binet IQ, Peabody Picture Vocabulary Test, and Metropolitan Achievement Test were administered in pre-, post-, and follow-up testing. Intervention caused a fairly sharp rise in Binet and PPVT scores at first: these leveled off, and gradually declined. Third year data indicated that differences between experimental and control children were significant on Binet IQ but not on the PPVT. Differences in achievement test scores were significant at the end of first grade but not at the end of fourth grade. It was found that younger siblings were also affected by the intervention programs used with mothers and subject children.

80. Gray, Susan W. Selected Longitudinal Studies of Compensatory Education--A Look from the Inside. 1969, 13p. ED 033 762

*Compensatory Education Programs, Evaluation, Intervention, *Literature Reviews, *Longitudinal Studies, *Research Problems

This document, prepared for a symposium on preschool compensatory programs, makes preliminary comments on the difficulty of program assessment and tight experimental design, on the necessity of in-depth involvement, and on the need for vigilance in maintaining an experimental condition. A number of studies in preschool intervention are reviewed and evaluated. Among these are the Skeels (1966) 21-year followup study on institutionalized, retarded children, the Klaus and Gray study (1968-69) involving low income Negroes in the upper South in a summer and home-visit followup program, and Weikart's study (1967) utilizing 2-1/2 hour morning sessions and afternoon home visits. Two curriculum comparison studies (Weikart, 1969 and Karnes, 1969) and a study of comparative kindergarten conditions for rural children are also discussed.

81. Halasa, Ofelia; Fleming, Margaret. Kindergarten Enrichment Project, Disadvantaged Pupil Program Fund (Fund Number 97-15). 1971-1972 Evaluation. Jan 1973, 73p. ED 082 809

*Early Childhood Education; *Compensatory Education Programs; *Disadvantaged Youth; *Evaluation; *Readiness; Educational Environment; Kindergarten; Intervention; Tutors' Instructional Materials; Consultants; Parent Participation; Achievement; Teacher Behavior

This report presents an evaluation of Cleveland's Kindergarten Enrichment Program, 1971-1972. The program was designed to provide continuation of the enriched learning experiences initiated in preschool, and to create environments conducive to learning for children without preschool experience. Target classes were chosen according to a poverty index. The program has the following components: teacher assistants in kindergarten classrooms, male college students serving as models, a program of instructional and supportive services, and parent involvement. Approximately 6,000 children in 208 classrooms were served during the 1971-72 year. As measured by the Stanford Early School Achievement Test and the Metropolitan Readiness Test, project participants evidenced significant growth in readiness skills. Staff interviews and other verbal reports indicated that traditional kindergarten classroom behavior patterns had been changed in positive ways. It is stressed that direct observation of teacher and child behavior is needed to make future evaluations. Program staff and training workshops are evaluated.

82. Hartford Follow Through Report I. Nov 1972, 200p. ED 077 598

*Compensatory Education Programs; Data Collection; Kindergarten; *Parent Attitudes; Primary Grades; *Program Evaluation; Statistical Data; *Student Testing; *Teacher Attitudes; Test Results

An evaluation was conducted of 37 Follow Through classrooms. From each of these classrooms, six students were randomly selected to be administered the Visual Sequencing Task, the Pictorial Self-Concept Scale, the Ladder (a self-concept measure), and the Pupil Attitude Survey. These pupils were also video taped for observation of their activities in the classroom. All of the pupils in the 37 classrooms were administered the Boehm Test of Basic Concepts. In addition, the parents of the pupils in the 37 classrooms were sent an opinionnaire concerning the Follow Through program. A teacher opinionnaire was distributed to professional staff members who had received Follow Through training. Parental responses revealed a very high level of support for the school program. The teachers were generally positive toward the program. The videotapes showed that children's activities were generally similar in both higher and lower implementation classes; the students spent the majority of their time by themselves rather than interacting with peer or a teacher. On the Boehm test, children in both types of classes performed equally well, which was also true on the Visual Sequencing Task. On the Ladder, children in both groups generally

rated themselves positively on all eight personality dimensions considered. There were no significant differences between the groups on overall self-concept as measured by the Pictorial Self-Concept Scale. The Pupil Attitude Survey results suggest that students in higher implementation classrooms enjoy more creative activities, language arts, and play activities.

83. Impact of the Head Start Program. Phase I of a Projected Longitudinal Study to the U.S. Office of Economic Opportunity. Final Report. May 1970, 98p. ED 045 193

Academic Achievement, Behavior Rating Scales, Classroom Observation Techniques, *Comparative Analysis, Curriculum Evaluation, *Disadvantaged Youth, Evaluation Techniques, *Longitudinal Studies, Objectives, *Preschool Programs, Program Descriptions, *Program Effectiveness, Program Evaluation, Student Adjustment, Student Teacher Relationship, Tables (Data), Testing

This first phase of a projected longitudinal study designed to assess the impact of Head Start in Montgomery County, Maryland, concentrates on reporting results of data collection activities from 1966 to the end of 1969. Instruments were developed to measure whether Head Start evolved a curriculum relevant to its goals and whether the developmental characteristics of former Head Starters are different from those of comparable first graders without Head Start experience. Methodology involved observation in classrooms, trial of specially developed materials, and administration of tests. Classroom adjustment was evaluated for pupils working with teachers, with other adults, and without direct adult supervision. Pupils in Head Start classes, former Head Starters currently in kindergarten, and non-Head Starters used as matched controls were tested on tests of basic experience and rated for adjustment. First graders who were former Head Starters were tested on standardized intelligence and readiness tests. Even though few significant differences were found between Head Starters and non-Head Starters, this phase of the study was judged successful because instruments were developed for the description of Head Start classroom activities and for the evaluation of classroom adjustment. Sixteen tables and thirteen figures are provided along with three appendixes.

84. Implementation of Head Start Planned Variation Testing and Data Collection Effort. Final Report. Sep 1972, 350p. ED 070 532

Classroom Observation Techniques; *Compensatory Education Programs; *Data Collection; *Disadvantaged Youth; *Early Childhood Education; Educational Research; Intervention; *Measurement Instruments; National Competency Tests; Preschool Children; Preschool Tests; Questionnaires; Student Testing; Tables (Data); Teacher Evaluation; Technical Reports; *Testing Programs

This final report on the Preliminary Evaluation of Planned Variation in Head Start according to Follow Through Approaches is a detailed account of the field testing and implementation activities performed during the 1969-1972 period, with emphasis on the second and third years. The sections of the report are as follows: I. Introduction; II. Background and Overview; III. Fall 1969 Testing Activities; IV. Spring 1970 Testing Activities; V. Fall 1970 Testing Activities; VI. Spring 1971 Testing Activities; VII. Fall 1971 Testing Activities; and VIII. Spring 1972 Testing Activities. Ten appendixes provide: A. through F., Fall and Spring Communications 1969-1972; G. Supplemental Instructions for Field Staff, Spring 1971; H. Record of Test Data and Information Forms Transmitted to Huron Institute; I. Quizzes and Answer Sheets for Spring 1972; and J. SRI Field Supervisor Site Report Forms. Data are presented in 18 tables.

85. Karnes, Merle B.; and others. A Longitudinal Study of Disadvantaged Children Who Participated in Three Different Preschool Programs. 1968, 26p. ED 036 338

Academic Achievement, *Comparative Analysis, *Compensatory Education Programs, Intervention, Language Development, *Longitudinal Studies, Oral Expression, *Preschool Programs, *Program Evaluation, Verbal Communication

This 3-year study made a longitudinal comparison of three types of preschool intervention programs. The traditional approach (two classes of 15 students and three teachers each) worked in conventional ways to improve personal, social, motor and general language development; children were placed in a regular public school kindergarten the following year. The ameliorative approach (two classes of 15 students and three teachers each) emphasized language development through small group lessons using verbalizations and concrete manipulation. The next year children entered regular kindergarten but continued additional 1-hour-a-day supportive work. The direct verbal approach (one class) utilized intensive oral drill in verbal and logical patterns and minimized visual and manipulative materials, continuing this approach the following year. During the preschool year, children in the ameliorative and direct verbal approaches both made more progress than the traditional group. During the kindergarten year, only the direct verbal approach showed continued progress. At the end of the third year, the losses experienced by the direct verbal and ameliorative groups resulted in nondifferentiated performance in intellectual and language functioning among the three groups. Ameliorative and direct verbal groups were superior to the traditional in school achievement.

86. Klaus, Rupert A.; Gray, Susan W. The Early Training Project for Disadvantaged Children--A Report After Five Years. Sep 1967, 68p. ED 016 514

*Culturally Disadvantaged, Training Objectives, Experimental Groups, Control Groups, Preschool Children, Home Visits, Test Results, Disadvantaged Environment, Negroes, *Longitudinal Studies, *Enrichment Programs, *Early Experience, *Achievement Gains, Learning Motivation

The early training project is a field research study which is concerned with the problem of the progressive retardation of the culturally deprived in the public schools. The children involved in the study were all negro. From a group of 61 culturally deprived negro preschool children, 3 groups were constituted by randomization. The first of these attended a 10-week preschool over a period of 3 summers. In addition this group had 3 years of weekly contacts in the home with a certified elementary school teacher. The second group received 2 summers of special experience plus 2 years of contacts with an elementary teacher in the home. A third group became the local control group. Another control group was from a city 60 miles distant. The general program centered around achievement motivation and aptitude for achievement. Test results showed that gains tended to be maintained at a significant level for 4 years. In spite of the fact that public schools have not been able to sustain adequately the gains which may have been made in the early intervention program, it seems possible that a program planned with these children's deficits in mind could have a lasting effect.

87. Kraft, Ivor; and others. Prelude to School: An Evaluation of an Inner-City Preschool Program. 1968, 96p. ED 033 750

Culturally Disadvantaged, Family Characteristics, Intelligence Quotient, Language Skills, *Nursery Schools, *Parent Participation, Preschool Children, *Preschool Programs, *Program Descriptions, *Program Evaluation, Socioeconomic Status

The purpose of Howard University's pre-"war on poverty" experiment, operating a year, full day nursery school for disadvantaged 3-year-olds, was to determine whether and to what extent a standard nursery school program in which parents are involved could help children in their later schooling. This booklet gives an overall view of the project, explaining its experimental-control group design, the recruiting and screening of subjects for both groups and the detailed characteristics of children selected and their families. The school description includes personnel, physical setting, curriculum, and health maintenance measures. The adult activities program is also discussed. The results of the pre-posttesting program (Stanford-Binet, Peabody Picture Vocabulary Test, Merrill-Palmer Scale, and the Illinois Test of Psycholinguistic Abilities) are given. The lower a child's initial IQ was, the more likely he was to make large gains after nursery school experience indicating that the diversity of intellectual capacity was not as great as the original IQs showed. The children of low socio-economic status who scored low on the initial IQ test made the most gains during the second year of the program. Language ability, however, remained below average even after the second year. Children in the higher SES made gains during the first year.

Also available from: Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($1.00)

88. Kurfeerst, Marvin; Stephens, Thomas M. The National Evaluation of Project Follow Through: 1967-1968. May 1969, 329p. ED 078 923

Bibliographies; *Compensatory Education Programs; Data Collection; *Disadvantaged Youth; Elementary Grades; *Evaluation Techniques; National Programs; Preschool Education; Primary Grades; *Program Evaluation; Questionnaires; Statistical Analysis; *Student Testing; Technical Reports; Test Results

Twenty-nine projects evaluated during the 1967-68 school year in the national evaluation of Project Follow Through are discussed in this final report. The report provides, in a narrative format, only the "hard" data gathered during the pre-test period. Specifically, this report reviews relevant literature, describes the procedures and instruments utilized in the evaluation, analyzes the proposals from each project, provides preliminary analysis of "hard" data, and, in some detail, analyzes the "soft" data. The chapters of the report are as follows: I. Introduction; II. Review of Literature (Description of Population, Description of the Teachers of the Population, Review of Programs); III. Rationales for Evaluation Techniques (Instrument Selection, Population Identification, Environmental Data, Site Visits, Test Administration, Feedback); IV. Design Implementation (Population Identification, Testing, Data Analysis); V. Consequences: Anticipated and Unanticipated (Instrument Selection, Population Identification, Environmental Data, Site Visits, Test Administration, Feedback); VI. Data Results (Pre-test, Environmental Questionnaire, Process); VII. Impressions and Implications. The 17 appendixes are: Bibliography, PAR Revision Form, Medical-Dental Information Form, Teachers Health Observation Form, Baseline Data Questionnaire, Environmental Questionnaire, BSAG Clinical Interpretations, Control Group Comparability Reports by Project, Pre-test Teacher Instructions, Post-test Teacher Instructions, Pre-test Keypunch Format, Post-test Keypunch format, Site Visit Form, Analysis of Proposals Across Projects, Project J Site Visit Report, Tabulation of Environmental Questionnaire by Grand Population, and Memorandum.

89. Larson, Daro E. The Effect of a Preschool Experience Upon Intellectual Functioning Among Four-Year-Old, White Children in Rural Minnesota. 1969, 8p. ED 039 030

Cognitive Development, *Compensatory Education Programs, Culturally Disadvantaged, Intelligence Level, *Longitudinal Studies, Preschool Children, *Program Evaluation, *Rural Population

The language, intellectual, and social deficits of economically deprived children are the targets of a 4-year study designed to follow the educational progress of a group of deprived children from preschool through grade 3. This document reports on the preschool year, the first phase of the longitudinal study, which investigated whether or not there is a significant intelligence test score difference between (1) children who attended a 9-month Head Start program and children

who were eligible but did not attend, (2) children who attended the program and children who were not eligible, and (3) children before they attended the program and the same children after the program. The subjects for the 3 groups in this study were 108 rural, 4-year-old children (48 male, 60 female). The Head Start intervention emphasized language development, concept learning, socialization, and psychomotor development. The intelligence test used was the 1960 Stanford-Binet Intelligence Scale. The children who attended the program scored significantly higher at posttest than at pretest and significantly higher than both groups who did not attend the Head Start program.

90. Larson, Daro E. Stability of Gains in Intellectual Functioning Among White Children Who Attended a Preschool Program in Rural Minnesota. Final Report. Feb 1972, 14p. ED 066 227

Arithmetic, Comparative Analysis, Control Groups, *Disadvantaged Youth, Early Childhood Education, Experimental Groups, *Intellectual Development, Intervention, Kindergarten Children, *Performance Tests, *Preschool Education, Research, Rural Youth, Testing, Word Study Skills

This study was undertaken to ascertain the degree of stability of significant gains made in intellectual functioning by a group of children who attended Head Start programs and two groups of children who did not attend preschool programs. Data collected and analyzed at postkindergarten showed nonsignificant differences between performance levels of the experimental group and the control group in intellectual functioning, on work study skills and arithmetic. The experimental group performed significantly below the control groups on paragraph meaning and vocabulary.

91. Longitudinal Evaluation of Selected Features of the National Follow Through Program. Mar 1971, 231p. ED 057 266

Academic Achievement; Data Collection; *Disadvantaged Youth; *Early Childhood Education; Economic Disadvantagement; *Educational Objectives; *Followup Studies; *Longitudinal Studies; Parent Attitudes; Program Evaluation; Social Development; Statistical Analysis; Student Attitudes; Tables (Data); Teacher Attitudes

An evaluation is made of the efficacy of various approaches to early childhood education when tested in the natural laboratories of operating schools, and the Follow Through program's impact on achieving social changes and ameliorating effects of poverty through education. Judged primarily from data collected during the 1969-70 school year, Follow Through is achieving its intended objectives. Some of the major findings of the program evaluation are: (1) Effects of Follow Through participation on children, parents, and school staff are not

identical from one sponsored approach to another; (2) Children at all grade levels in Follow Through showed greater gains in school achievement than did their non-Follow Through counterparts; (3) Follow Through children showed positive changes in their attitudes toward school, their teachers, and their classmates; (4) Parents of Follow Through children showed consistently higher levels of awareness of their children's school program; were more likely to visit school; tended to be somewhat more satisfied with their child's school; and regarded the school's program as being more efficacious; and (5) Teachers and other school staff generally viewed the program as very helpful to the children and as influencing their teaching practices and attitudes. There are 8 chapters, 8 numbered appendices, 12 illustrations, and 31 tables in this report. For Appendix A, Statistical Data, see ED 057 267.

92. Longitudinal Evaluation of Selected Features of the National Follow Through Program. Appendix A: Statistical Data. Mar 1971, 139p. ED 057 267

*Achievement Rating; *Data Analysis; Disadvantaged Youth; *Early Childhood Education; Interpersonal Competence; Parent Attitudes; Preschool Children; *Statistical Data; *Student Attitudes; Tables (Data)

This appendix contains statistical data supporting the 1969-70 progress report, "Longitudinal Evaluation of Selected Features of the National Follow Through Program." It is organized as follows: Part 1: Tables A-1 through A-4 show distributions of Fall 1969-70 achievement scores (Expressed as percent correct) by grade for Follow Through and non Follow Through pupils; Part 2: Tables A-5 through A-70 show Spring and difference scores for the achievement, attitudes toward school, and interpersonal feelings measures by grade and sponsor group for Follow Through and non-Follow Through pupils; school, and interpersonal feelings scores by grade and according to services received; Part 4: Tables A-110 through A-118 show scores for nine non-cognitive variables by grade and sponsor group for Follow Through and non-Follow Through pupils; Part 5: Tables A-119 through A-127 show direction of differences between Follow Through and non-Follow Through kindergarten and entering first grade pupils on feelings in relation to various measures of behavior and attitudes in which Follow Through and non-Follow Through parents differed. These tables are also organized by sponsor group. For progress report, see ED 057 266.

93. A Longitudinal Study of Get Set Day Care Children in Grades First, Second, and Third. 1973, 10p. ED 085 114

*Program Evaluation; *Preschool Programs; *Longitudinal Studies; *Elementary School Students; *Academic Achievement; First Graders; Second Graders; Third Graders

This report presents the evaluative outcomes of a day care program currently in operation in the School District of Philadelphia. Descriptions of the instructional objectives and program are included in the report. Subjects for the evaluation included three separate samples, categorized by the school grade of the subjects at the present time. Sample I included 750 first graders with at least two years of Get Set Day Care experience, and 440 classmates with no such experience. In Sample II there were 1,225 second graders in the treatment group and 663 controls, and Sample III consisted of 618 treatment third graders and 391 controls. First and second graders were tested with the Metropolitan Achievement Tests, Primary I and II. The Iowa Test of Basic Skills was used with the third grade. Analysis of results indicated that for Samples I and II, the children with two years of Get Set experience scored significantly higher than the control group children. There was no significant difference between Get Set and control children's scores for third graders. Discussion emphasizes the need for more detailed follow-up study.

94. Lysiak, Floy L. Follow-up Research on Children Who Were Enrolled in the Central Cities Early Childhood Program. Final Report. Jun 1973, ED 082 828

*Preschool Programs; *Program Evaluation; *Followup Studies; *Disadvantaged Youth; *Compensatory Education Programs; Cognitive Development; Intervention; Self Concept; Social Development; Emotional Development; Motor Development; School Readiness Tests; Grade 1

The purposes of this study were to determine (1) the long-range effectiveness on children's cognitive and affective development of 1, 2, and 3 years of the Central Cities Early Childhood Education Program; (2) how long preschool intervention must be continued to significantly alleviate special problems of disadvantaged children; and (3) the optimum age to begin preschool intervention. Results indicate the program effectively helped children develop an adequate self-concept and social, emotional, motor, and physical skills for successful peer and teacher relations 2 and 3 years after their preschool experiences. Children maintained IQ gains measured by the Peabody Picture Vocabulary Test during preschool and 1 year later, and maintained gains made on the Slosson Intelligence Test 2 or 3 years after preschool. After 3 years of preschool, first grade entrants scored significantly higher on a school readiness test than classmates, but did not achieve as well as predicted by the end of the first grade. Two years after the preschool program, children with 3 years of preschool made 1 year's gain on an achievement test but werebelow grade level on national norms. Intervention begun at age 3 and continued for 3 years is more beneficial than later intervention.

95. Miller, Louise B.; Dyer, Jean L. Two Kinds of Kindergarten After Four Types of Head Start. 1971, 52p. ED 050 824

*Comparative Analysis, *Comparative Testing, Disadvantaged Youth, Kindergarten, Longitudinal Studies, *Preschool Programs, *Program Effectiveness, *Sex Differences, Tables (Data), Video Tape Recordings

Results are reported at the end of the second year of a 3-year comparison of four prekindergarten programs: Bereiter-Engelmann, DARCEE, Montessori and Traditional. A number of classes in each program style were used with 246 four-year-olds in Head Start. Children were tested early in the year, at the end of the year, and at the end of kindergarten on a battery of tests and rating scales, including Stanford-Binet, Preschool Inventory, Curiosity Box, Replacement Puzzle, Dog & Bone, Behavior Inventory and Embedded Figures. The kindergarten experience was systematically varied. One replication of the original experiment entered a Follow Through regular kindergarten, a non-academic program. A video-tape monitoring procedure developed previously was used to analyze differences among kindergarten programs. Data were examined from several aspects, (1) Did Follow Through and regular kindergarten classes differ in expected dimensions? (2) Did Follow Through produce greater gains than regular kindergarten? (3) Were there interactions between type of Head Start and type of kindergarten? (4) To what extent were Head Start gains maintained irrespective of type of kindergarten? (5) Were there sex effects or sex interactions? Results are discussed in terms of need for finer analysis of program dimensions as related to specific effects.

96. Model Programs Compensatory Education: More Effective Schools Program, New York, New York. 1972, 14p. ED 069 420

Community Involvement; *Compensatory Education; *Disadvantaged Youth; Economic Disadvantagement; Educational Experience; Educational Objectives; *Language Development; Public Schools; Student Attitudes; *Urban Youth

The More Effective Schools Program was designed to prevent academic failure of disadvantaged urban children by focusing on their basic language and mathematics problems. It attempted to improve the quality of a traditional educational program through reducing the pupil-teacher ratio; offering more small-group and individualized instruction; providing remedial, tutorial, and enrichment instruction; extending instruction to prekindergarten and after school periods; and encouraging teachers to employ innovative methods such as team teaching. In addition to administrative personnel, the staff includes guidance counselors, psychologists, social workers, attendance teachers, psychiatrists, speech improvement teachers, community relations coordinators, classroom teachers, special teachers, and secretaries. When taking into account the effects of student attrition, the program does show benefits for the participants, although the superiority of program children over control groups has typically been quite small. Data from several evaluations support the conclusion that the program has been modestly successful in raising student achievement.

Also available from: Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Cat. No. HE 5.237:37088, $0.15)

97. Palmer, Francis H. Early Intellective Training and School Performance, Summary of NIH Grant Number HD-02253. Aug 1968, 5p. ED 025 324

Concept Teaching, Control Groups, Discovery Learning, Early Experience, *Individual Instruction, Intellectual Experience, *Longitudinal Studies, Negroes, *Preschool Children, *Preschool Learning, Social Class

A 7-year study is being conducted to determine if an 8-month intellective training program at ages two and three will improve a child's performance and if the effects will last through the first grade. The subjects consist of 240 Negro males from all social levels in Manhattan. Half of them are 2 years old and half are 3 years old. Subjects were assigned to an individual instructor in either a training group (where they were taught concepts) or a discovery group (where they had free play) for 2 hours a week. In addition, a control group of 70 children are being seen for assessment purposes only. All children were pretested and are measured annually. After 2 years of the program, the results indicated that up to age three social class is not a function of performance, from ages three to eight differences are present but insignificant; the experimental children perform better than the control children, the effects of the program received at age two last at least 1 year, and both experimental groups produce equally well. The results imply that early training may be beneficial, provided it is systematic, is uninterrupted, and occurs at least 2 hours a week with a one-to-one teacher-pupil ratio.

98. Plant, Walter R.; Southern, Mara L. Effects of Preschool Stimulation Upon Subsequent School Performance Among the Culturally Disadvantaged. Sep 1970, 77p. ED 046 545

*Academic Performance, Cognitive Objectives, Concept Formation, *Culturally Disadvantaged, Educational Programs, Group Activities, Instructional Staff, Language Fluency, Lesson Plans, *Longitudinal Studies, *Mexican Americans, Perceptual Motor Learning, *Preschool Programs, Research Design, Summer Programs, Tables (Data), Teacher Aides, Testing

This document reports the rationale, design, and execution of a longitudinal investigation of the intellectual achievement effects of a cognitively oriented preschool for disadvantaged Mexican-American children in San Jose, California. Seven groups of children ages 3-5 were studied. Two groups were exposed to two ten-week successive summer sessions of training prior to entry into kindergarten. Their program emphasized cognitively structured small group experiences with 4-5 children in each group. Group leaders were local Mexican-American high school students working under the supervision of experienced primary teachers. The other five groups were comparison groups; two were from outside the geographical area and three were from the school attendance area of the training groups. Seven hypotheses were tested through gathering and processing psychometric data from school-related achievement ability tests. Results were compared longitudinally across groups to determine the early advantage of specific cognitive training. All groups were tested at regular intervals and evaluations of in-school performance

were made through kindergarten, first and second grades. In general, there were short-term gains but later, few differences existed between the training and comparison groups. An appendix provides samples of the training lessons plus information about project matters.

99. Puzzuoli, David A.; Fazzaro, Charles J. Project ERA: A Three Year Study of a Follow Through Program. A Longitudinal Study of the Monongalia County Follow Through Program. Dec 1970, 123p. ED 048 948

Achievement Tests, Attitude Tests, *Educationally Disadvantaged, Federal Programs, Group Intelligence Tests, Nonverbal Learning, Nonverbal Tests, Perceptual Motor Coordination, *Primary Education, *Program Evaluation, *Rural Areas, Self Concept, Sensory Training, Standardized Tests, Tables (Data), Teacher Evaluation, Teaching Methods, *Technical Reports

A 3-year study of the Monongalia County (Morgantown, W.Va.) Follow Through Program is presented. The program, known as Educational Renaissance in Appalachia (ERA), was designed to provide educational countermeasures to assist children in acquiring the ability to question values critically and to develop new concepts in lieu of some of the values and beliefs inherent in poor Appalachian children. Head Start and non-Head-Start pupils were evaluated at 1st, 2nd, and 3rd grade levels in terms of objectives related to behavior change through value modification, developing a rational value system through nonverbal experiences, language fluency development, improved muscular coordination and sensory discrimination improvemenet, and nonverbal emphasis on self-concept improvement. With the application of various measurement techniques (including both locally originated and standardized instruments), it was found that Project ERA requires at least 3 years before the learning disadvantages of rural, poor Appalachian children can be overcome. Other findings are presented, along with recommendations and 36 tables of data.

100. Robinson, Halbert B., and Robinson, Nancy M. Longitudinal Development of Very Young Children in a Comprehensive Day Care Program: The First Two Years. Child Development, 1971, 42, 1673-1683.

Intelligence tests results are reported for 19 infants and 12 young preschool children given stimulating day care for up to 2 1/2 years. Comparisons with test scores of control children suggest that comprehensive group care, if of high quality, may enhance development at a crucial period when verbal abilities are beginning to emerge. A much greater positive effect of the program was found with culturally deprived, preschool Negro children than with more advantaged Caucasian children. Consistently higher scores on verbal tasks than sensorimotor tasks were found for Graham Center preschool groups.

101. Scott, Ralph. Research and Early Childhood: The Home Start Project. 1972, 13p. ED 082 807

*Preschool Education; *Disadvantaged Youth; *Compensatory Education; *Home Programs; *Intellectual Development; Home Visits; Intervention; Family Environment; Enrichment; Parent Participation; Longitudinal Studies

This report describes Home Start, a sequential, highly individualized enrichment program for disadvantaged 2- to 5-year-olds. The program, based on the theoretical need hierarchy of Maslow, focuses on community and family dynamics. Home Start encouraged interdisciplinary collaboration, using the services of psychologists, social workers, home economists, nurses, speech therapists, preschool teachers, and paraprofessionals. This report (1) discusses the parental involvement in Home Start, (2) describes how vulnerable families were identified and referred to community agencies, and (3) presents longitudinal data 19 months after the program's termination.

102. Shipman, Virginia C. Disadvantaged Children and Their First School Experiences: ETS-Head Start Longitudinal Study. Demographic Indexes of Socioeconomic Status and Maternal Behaviors and Attitudes. Jun 1972, 90p. ED 069 424

*Demography; *Disadvantaged Youth; Factor Analysis; Interviews; *Longitudinal Studies; Mother Attitudes; Parent Role; Questionnaires; Reactive Behavior; *Socioeconomic Status

Part of a Head Start longitudinal study on disadvantaged children and their first school experience, this report provides: 1) a description of interrelationships among certain demographic indices, maternal attitudes, and behaviors reported in the parent interview using factor analytic techniques, and 2) plans for obtaining a reduced set of scores suggested by the results of structural analysis. Considerable variation in responses was evidenced in the data, concurring with other findings of the greater range than had previously been reported in level of stimulation and support offered a child in lower-class homes. The inappropriateness of speaking in terms of a single homogeneous "culture of poverty" is noted. The data suggest the feasibility of using a reduced set of scores from the interview to reflect meaningful differences in resources provided the child. Appendices are provided on parent interview and interviewer instructions, score description, and supplementary tables.

103. Shipman, Virginia C.; and others. Disadvantaged Children and Their First School Experiences: ETS-Head Start Longitudinal Study: Structure and Development of Cognitive Competencies and Styles Prior to School Entry. Dec 1971, 265p. ED 068 522

*Cognitive Development; *Data Collection; *Disadvantaged Youth; *Educational Experience; Evaluation Methods; Item Analysis; *Longitudinal Studies; Preschool Children; Research Methodology

In a continuing description of a Head Start longitudinal study, analyses are presented of the interrelationships among individual measures of the child's performances prior to school entry, accompanied by brief descriptions of the tasks and the scores used. Despite the size and extensiveness of the data base, the findings are considered tentative until further data is collected on socio-cultural determinants, developmental trends, and other interrelationships. This report describes the interrelationships among certain cognitive, perceptual, and personal-social behaviors of the children, age 4, in the first year of the study as assessed by the initial test battery. Chapters of the report include characteristics of the sample, methodology, results and discussion, and conclusions. Structural analyses of the Year 1 child test data yielded 1) a general ability dimension (i.e., information-processing skills) cutting across contents and operations sampled in the cognitive test battery, and 2) a stylistic response tempo dimension. Descriptions of each of the individual child measures are presented in the appendices, which comprise about half the report.

104. Shipman, Virginia C., Ed. Disadvantaged Children and Their First School Experiences. ETS-Head Start Longitudinal Study. Technical Report Series. Dec 1972, 433p. ED 081 813

Data Analysis; Data Collection; *Disadvantaged Youth; *Longitudinal Studies; *Measurement Instruments; *Preschool Tests; Tables (Data); *Technical Reports; Testing; Tests

This volume consists of a series of technical reports on each of the individual test measures administered in both Years 1 and 2 of the Longitudinal Study of Disadvantaged Children and Their First School Experiences. Each report includes: (1) relevant background information concerning the task's purpose and related procedures, including training cautions where appropriate; (3) scoring and, where necessary, coding procedures; (4) score properties as revealed in various internal analyses; (5) sample performance, including descriptive information by three-month age groups and sex for the total sample tested in Year 1 and in Year 2, and comparative analyses for the longitudinal sample (those children tested in both years of the study); (6) information bearing on construct validity, i.e., the task's convergent and, where possible, discriminant validity, the extent to which the measure has the same meaning in Year 1 and 2, the similarity of meaning across groups (i.e., SES); and (7) discussion of methodological aspects affecting valid assessment (e.g., reliability, item characteristics, irrelevant measurement difficulties and appropriateness for field use). (For related documents, see TM 003 175-198.)

105. Shipman, Virginia C. Disadvantaged Children and Their First School Experiences; ETS-Head Start Longitudinal Study. Structural Stability and Change in the Test Performance of Urban Preschool Children. Sep 1972, 110p. ED 078 077

*Compensatory Education Programs; Disadvantaged Youth; Kindergarten; *Longitudinal Studies; Preschool Education; Primary Grades; *Program Effectiveness; Tables (Data); Technical Reports

This is the eighth report describing the progress of the ETS-Head Start Longitudinal Study. The study began in 1969 with the collection of data on over 1800 children ranging from 4 through 8 years in age. Data collection on these children and their families, communities and schools is planned to continue through spring of 1972. This report describes: (1) interrelationships among certain cognitive, perceptual and personal-social behaviors of the children in the first two years of the study, and (2) similarity of the structural findings obtained in both years. A chapter on sample characteristics provides tables and statistics which indicate both the composition of the three-site longitudinal sample and the extent to which it differs from the initial four-site sample. A chapter on methodology describes how the test data were gathered and the various processing operations and methods of analysis. Findings from the various structural analyses of the test data, including comparisons by major subject classifications, are presented. The general results of the analysis to date are summarized, and plans for further analysis are given.

106. Spaulding, Robert L. Effects of a Five-Year Compensatory Education Program on Social, Intellectual, Linguistic, and Academic Development. Apr 1972, 68p. ED 067 165

Academic Achievement; Behavioral Objectives; Classroom Techniques; Comparative Analysis; *Compensatory Education Programs; Disadvantaged Youth; *Early Childhood Education; Educational Experiments; *Intellectual Development; Intervention; *Language Development; *Social Development; Statistical Data: Technical Reports; Tests

Effects are reported of a Durham, North Carolina Education Improvement Program (EIP), a five-year compensatory education program, on social, intellectual, linguistic, and academic development of disadvantaged children. Regarding socialization, changes in social behavior are found to be more a function of specific setting variables, especially teacher behavior, than entry age. The program also reverses the decline in tested IQ after age two in children with no pre-school experience, and it in fact increases his Stanford-Binet score. Although the program does not seem to have different effects on language development in comparison with children in various control groups, it is significantly more effective if continued for two school years or more and when the age of entry is four years. However, in regard to academic performance, the children in the Education Improvement Program are not found to perform as well as children at the end of the first year of primary school. After two or three years of the EIP ungraded primary experience, the EIP pupils on the average score higher than their controls, but the differences are non-significant.

107. Stallings, Jane A. Follow Through Classroom Observation Evaluation 1971-72. Aug 1973, 535p. FD 085 100

*Federal Programs; *Evaluation; *Classroom Observation Techniques; *Elementary School Students; *Classroom Research; Data Analysis; Feedback; Tables (Data); Models; Achievement; Emotional Development; Behavior; Codification; Reliability; Research Methodology

This report describes the third year of the national Follow Through Classroom Observation study. The aims of the study were: (1) to assess program implementation at one site for each of 12 sponsors; (2) to search out the relationships between child outcomes and teaching-learning processes; and (3) to estimate which programs incorporate processes found to be positively correlated with desired outcomes. The Classroom Observation Instrument (COI) was developed to record classroom occurrences as a way to determine whether there were planned educational variations in the Follow Through programs. Report chapters discuss the structure and function of the COI, including three classes of variables used to record interactions; the criteria for the selection of classroom observers and the observer training procedures; the sampling criteria used to select specific classrooms, focus children, and focus adults; types of data analyses; and approaches to relating classroom processes to child test outcomes. Appendices, which make up about half the document, include the Classroom Observation Instrument, the factor analysis variable list, classroom observer comments, changes in classroom observation variables from 1970 to 1971-72, and other statistical data.

108. Stanley (ed) Compensatory Education for Children, Ages 2 to 6. 1973,

Early Childhood Education, Compensatory Education, Educational Television Research, Longitudinal Studies, Evaluation, Intervention

This report of recent studies in educational intervention resulted from the second annual Hyman Blumberg Symposium on Early Childhood Education. Topics include research on Sesame Street, reports of early intervention programs, research on planned variation in Head Start and Follow Through, evaluation of research in compensatory education for handicapped and low income children, an introduction to the ETS Head Start Longitudinal Study, and a critique of evaluation in compensatory education. An introduction and critique of the paper if provided by the editor. The first annual symposium is Preschool Programs for the Disadvantaged: Five Experimental Approaches to Early Childhood Education.

109. Stearns, M. S. "Report on Preschool Programs: The Effects of Preschool Programs on Disadvantaged Children and their Families," Final Report, Contract No. HEW 05-71-16, Office of Child Development, U.S. Department of Health, Education, and Welfare, Washington, D.C., 1971.

110. Van de Riet, Vernon; Resnick, Michael B. A Longitudinal Study of the Intellectual Growth of Culturally Disadvantaged Children in a Sequential Learning to Learn Program. Sep 1972, 17p. ED 070 791

Classification; *Cognitive Development; *Compensatory Education Programs; Culturally Disadvantaged; Disadvantaged Youth; Early Childhood Education; Information Utilization; Intelligence Tests; Learning Readiness; *Longitudinal Studies; Perception; *Preschool Education; Preschool Programs; Problem Solving; *Program Evaluation

This report describes and evaluates a sequential Learning to Learn Program (L.L.P.) for four- and five-year-old children. The long-term plan was for these children to be kept in a continuous sequential program through the first grade. Since another aspect of this project is a systematic attempt to learn how differing lengths of exposure to the LLP influence the children's learning, the overall design calls for one group of children to be in the program for three consecutive years and another group for two consecutive years. The purpose of the evaluation study is: (1) to compare and contrast the development of the children who receive a two-year preschool program with those who receive a one-year pre-school program; and, (2) to compare and contrast the development of the experimental groups with that of the control groups who were matched with them in intelligence, language, ability, perceptual-motor ability, and socio-economic status. The results indicate that the children who participated in the program made significantly greater intellectual gains over the two- and three-year period than those children who attended and participated in traditional education programs.

111. Van de Riet, Vernon; Resnick, Michael B. A Sequential Approach to Early Childhood and Elementary Education, Phase III. Jan 1972, 225p. ED 067 150

*Cognitive Development; Comparative Analysis; Culturally Disadvantaged; Curriculum Development; Demonstration Programs; Disadvantaged Youth; *Early Childhood Education; Elementary Education; *Intervention; Learning Readiness; *Preschool Programs; *Sequential Approach; Statistical Data; Technical Reports

The effects of two or three years of a sequential educational intervention program on culturally deprived children were studied with two groups of four-year-olds and two groups of five-year-olds. They were matched on several developmental variables, with one group at each age level entering the experimental Learning to Learn Program. The other groups served as controls and the four-year-olds entered day care centers while the five-year-olds attended traditionally run kindergartens. Comparison on several developmental measures between the experimental and control groups made after each year of the program indicate that the children in the Learning to Learn Program made much larger developmental gains than their matched control groups. The project supports the contention that early intervention programs with culturally deprived children can rectify their educational deficits.

112. Waller, David A.; Conners, C. Keith. A Follow-up Study of Intelligence Changes in Children Who Participated in Project Headstart. 1966, 21p. ED 020 786

Academic Ability, Academic Enrichment, *Achievement Gains, Intellectual Development, Intelligence Tests, *Culturally Disadvantaged, Disadvantaged Youth, Preschool Children, Kindergarten Children, Compensatory Education Programs, Educationally Disadvantaged, Remedial Programs, *Time Factors (Learning), *Program Effectiveness, Comparative Analysis, *Longitudinal Studies, Head Start, Baltimore, PPVT, Draw a Person

In a study to assess the value of a 1965 summer Head Start program in Baltimore, 83 participating children were tested on the Peabody Picture Vocabulary Test (PPVT) and the Draw-a-Person (DAP), and their scores were compared with those of a matched group of control non-Head Start children. All were tested in September 1965 (at the beginning of the kindergarten year) and in May 1966. The September scores of the Head Start pupils were higher than those of the control pupils on both the PPVT and DAP. The May scores showed significant gains by both groups on both tests, and on the basis of the September and May scores, it was concluded that the Head Start program did effectively increase the academic ability of the attending children. However, the May scores show a narrowing of the difference on the PPVT and a washing-out of the difference on the DAP. It appears that specific instructional attempts must be made in formal schooling to maintain the achievement increase realized from the Head Start program.

113. Weikart, David P. Preliminary Results from a Longitudinal Study of Disadvantaged Preschool Children. 1967, 19p. ED 030 490

Achievement, Behavior Rating Scales, Control Groups, *Culturally Disadvantaged, Enrichment Programs, Experimental Groups, High Achievers, Intelligence Quotient, Intervention, *Longitudinal Studies, Low Achievers, Preschool Children, *Preschool Programs, *Program Effectiveness

The Perry Preschool Project in Ypsilanti, Michigan, is structured so that a group of disadvantaged 3-year-old Negro children begin a 2-year preschool program each year. The program was originally very verbal-learning oriented but has recently been modified to make use of Piaget's cognitive development theories. From the beginning of the program through formal school, the participants are tested each year. These tests provide longitudinal data. Each group of participants is matched by a control group of children who receive no preschool program. The first experimental group started in 1962. Test results and teacher ratings of this first group over the succeeding years show that (1) no differences in measured intellectual growth between the experimental and control group has endured by the third grade, (2) the experimental children have demonstrated superior academic achievement and social behavior, and (3) the experimental group can be divided into two groups, achievers and nonachievers. The last finding means that some children significantly benefit from the preschool program while some do not, a result not explicable at this time.

114. Wolff, Max; Stein, Annie. Long-Range Effect of Pre-Schooling on Reading Achievement. Study III. Aug 1966, 17p.

*Preschool Education, *Longitudinal Studies, *Reading Achievement, Day Care Programs, *Performance Factors, Early Childhood Family Hobi Records, New York City, Met. Achiev. Reading Test I, Head Start

Six New York City Day Care Centers with programs similar to Head Start were selected as study samples to determine whether there is a measurable long-range effect of pre-schooling upon reading achievement. Each center was considered to have a good program, had been operating for at least six years, and had racially mixed populations. Day care center records were used to trace children originally in the centers to public elementary schools where they would be in third, fourth, and fifth grades. Grade-equivalent scores from Metropolitan Achievement Test I were recorded for all tested children, including day care center graduates. Uncontrolled influences and error introduced by the method used created difficulties in isolating and measuring the influence of pre-schooling. A greater number of day care center graduates scored at or above grade level than their classmates, although this number declines as grade level rises. The evidence is insufficient to support the hypothesis that day care centers were the only or even the major factor in academic success, but it is sufficient to warrant further study. (See also PS 000 281, PS 000 282, PS 000 284, PS 000 285, PS 000 286.)

SECTION III: RESEARCH ON MODELS

Including research on effects of specific models and studies comparing one or more models.

115. Adkins, Dorothy C.; Herman, Hannah. Hawaii Head Start Evaluation--1968-69. Final Report. Jan 1970, 192p. ED 042 511

Attendance, Classroom Environment, *Cognitive Development, Demonstration Projects, Enrichment Activities, *Language Development, Parent Attitudes, Parent Child Relationship, *Parent Participation, *Preschool Programs, *Program Evaluation

The present study compared the developmental effects of two curricula (University of Hawaii Preschool Language Curriculum (UHPLC) and a general enrichment curriculum); two parent programs (one emphasizing the mother's role in fostering her child's cognitive development, P1, and and one focusing on more general concepts of child development, p2); and two levels of parent participation (1/3 or better attendance at parent meetings and less than 1/3 attendance). Dependent measures included classroom observations, pre- and posttesting on a wide variety of tests, and interviews with mothers held at the beginning and end of the program. The sample consisted of eight Head Start classes. Among he major results of the study was the significantly superior performance of UHPLC children compared to children in the enrichment classes on many of the tests, including the Stanford-Binet, the Preschool Inventory, and subtests of the Illinois Test of Psycholinguistic Abilities. The classroom atmosphere, as measured by the Post Observation Teacher Rating Scales, was significantly better in UHPLC classes. Mothers active in parent programs showed improved attitudes towards children's education and increased tolerance towards children's chosen companions.

116. Armington, David E. A Plan for Continuing Growth. Nov 1969, 22p. ED 046 493

*Advisory Committees, Classroom Environment, Classroom Techniques, *Educational Objectives, *Individual Needs, Program Descriptions, *Teacher Role

To reshape our schools, top priority must be given to programs such as Follow Through which emphasize curriculum change and teacher education. The Education Development Center Follow Through Program, inspired by an 8-year association with the revolution in English primary schools, formulated these objectives: (1) to help schools create classroom environments responsive to the individual needs of children as well as to the talents and styles of the teachers; and (2) to develop the advisory concept to facilitate growth and change in schools. They key elements of this approach are the open classroom; the teacher as researcher-experimenter rather than authority figure; and the advisory service. Advisors are experienced educators who work in unthreatening ways with schools and teachers to help them realize their potentials and to make change self-sustaining. The three major functions of the advisory are to support research and development; to maintain a workshop and resource center; and to facilitate communications between classrooms and teachers. In 1969-70, twelve EDC advisors served nine school districts in eight widely-scattered states. Plans are being formulated to establish local advisory groups in school districts.

117. Barr, Jo. A Resume of the Findings of the Follow Through Project Evaluation, 1969-70. Aug 1970, 52p. ED 045 783

Academic Achievement, Achievement Tests, *Bus Transportation, *Integration Effects, Integration Methods, Parent Participation, *Program Evaluation, Race Relations, Racial Attitudes, *School Integration, Student Adjustment

This report summarizes the findings of the 1969-70 evaluation of Project Follow Through in Wichita, Kansas. In the first year of the program, 186 Head Start graduates were bused from low income residential areas to four elementary schools located on the periphery of the city. The receiving schools varied in socioeconomic status of pupils from middle class to working class. The 1969-70 school year completed the second year of Wichita's Follow Through project. Students were evaluated by questionnaires given to teachers; in addition, to measure pupil adjustment and achievement, tests such as the Cognitive Abilities Test, the California Test of Personality, and the Illinois Test of Psycholinguistic Abilities were given. Parent participation was encouraged. The results of the Cognitive Abilities Test indicate that though Follow Through students scored higher than Head Start students at pretest, by post test there were no significant differences; both groups, however, made significant gains. In the Illinois Test of Psycholinguistic Abilities, the experimental Follow Through students, after two years, scored significantly higher than control groups. It is held that the program had some good results.

118. Behavior Principles Structural Model of a Follow Through Program, Dayton, Ohio: Model Programs. Childhood Education. 1970, 16p. ED 045 783

*Behavior Change, *Compensatory Education Programs, Disadvantaged Youth, Educational Technology, *Elementary Education, Elementary School Students, Negro Students, *Programmed Instruction, Reading Instruction, *Reinforcement, Student Teacher Relationship, Teaching Methods

Prepared for a White House Conference on Children (December 1970), this report describes a program in which first- through third-graders in three schools in Dayton, Ohio, particpate in a model of a Follow Through program sponsored by Siegfried Engelmann and Wesley Becker of the University of Oregon at Eugene. All teachers chose to participate, many moving up a grade each year with their students. The program's approach is based on the fact that disadvantaged children are considerably behind middle-class children in learning skills when they enter school and, if these children begin at normal rates, they will always remain behind average children in school. The Engelmann Bereiter approach uses programmed materials so that children will not encounter tasks that are too difficult for performance. The materials require many verbal responses for each child. Teachers systematically reinforce desired behaviors, using praise, food, or prizes as reinforcers. This program is used in the first three grades at three schools in West Dayton in impoverished areas. Most of the children have attended kindergarten and have been in Head Start programs. About 98 percent are black. For other booklets in the series, see UD 011 120-121, and 011 124-125.

119. Bissell, Joan S. Implementation of Planned Variation in Head Start. I. Review and Summary of the Stanford Research Institute Interim Report: First Year of Evaluation. Apr 1971, 51p. ED 052 845

Cognitive Development, Data Collection, Discovery Learning, Educational Philosophy, *Preschool Education, *Preschool Programs, *Program Effectiveness, Self Concept, Skill Development, Teaching Methods, *Teaching Models

This pamphlet summarizes the interim report of the Head Start Planned Variation Study although information from other sources is included. During the pilot phase (1969-1970) eight distinct approaches to preschool education were analyzed with regard to the nature and extent of implementation of early education models and program effects. The first group of findings deals with differences in ease of implementation in new locations and with external factors which facilitate implementation. The second group concerns the nature of experiences provided to children by preschools based on different educational philosophies and methods. The third set of findings concerns the effects of preschool programs on children and their families. The preliminary and tentative nature of all of these findings is stressed because they are based on only the first year of a 3-year program of evaluation. The complete interim report is available as PS 004 916.

120. Bissell, Joan S. Planned Variation in Head Start and Follow Through. Jan 1972, 72p. ED 069 355

*Compensatory Education; *Demonstration Programs; *Early Childhood Education; *Educational Programs; Government Role; Program Evaluation; Teaching Models

The programs of Planned Variation in Head Start and Follow Through are described in regard to their history, the models of early childhood education included in each, and the results found in the first major evaluations of the programs. Results from the studies are tentative but appear to provide milestones in understanding the relationships between school experiences and children's growth. Among the major findings are the following: (1) Participants made greater gains in achievement and cognitive development during the school year than did non-participant children; (2) Examining academic achievement and cognitive and attitudinal growth suggested an equality of effects of well-implemented educational programs; (3) Difference among Planned Variation approaches suggested a specificity of effects such that programs with specific objectives and strategies to achieve them were more effective in achieving the objectives than were other programs; and (4) Approaches differed in actual practice in accordance with their published descriptions. Future evaluations of the two programs will describe effects of different educational approaches after children have participated in them continuously for several years.

121. Breivogel, William F., Ed. Proceedings of Follow Through Conference (Gainesville, Florida, December 9-10, 1969). Apr 1970, 91p. ED 047 773

Ancillary Services, Conference Reports, *Educational Innovation, *Elementary Grades, *Kindergarten, National Programs, *Program Descriptions, Program Effectiveness

This bulletin contains the Proceedings of a conference on Follow Through held on December 9-10, 1969, at the University of Florida. The conference was sponsored by the Florida Department of Education, the Institute for Development of Human Resources, and the Florida Educational Research and Development Council. The purpose of this conference was to inform Florida school systems with Year-Round Head Start, Summer Head Start, and early childhood people, in general, about Follow Through--what it is, what educational innovations are being developed and tried, what practices might be adapted to local programs. Included is a discussion of Follow Through from people at various levels of the program: the National Director of Follow Through, the Florida Department of Education's Early Childhood Consultant, two Follow Through model sponsors, three Florida people at the school district level who are involved daily in the program, a view of supplemental services available through Follow Through, a researcher's view of the evaluation process used on Follow Through models, and a projection of hwat problems education will face in the 70's. The appendix includes a list of Follow Through Program sponsors.

122. Bronfenbrenner, Urie. Motivational and Social Components in Compensatory Education Programs: Suggested Principles, Practices, and Research Designs. Feb 1, 1968, 34p. ED 024 464

*Behavior Change, Behavior Problems, *Children, Classroom Environment, Community Involvement, *Compensatory Education Programs, *Culturally Disadvantaged, Family Influence, Goal Orientation, Models, Motivation, *Motivation Techniques, Reinforcement, Social Influences, Student Attitudes, Student Motivation, Teacher Role

Development of cognitive competence and constructive patterns of motivation and behavior in the disadvantaged child are the topics of this paper. Five subjects are explored: (1) the potency of models, (2) social reinforcement, (3) intensive relationships, (4) group forces, and (5) superordinate goals. The first two subjects cover basic processes which influence the behavior and development of the child, while the last three subjects examine the social context in which these processes can be effectively evoked. The author proposes concrete examples of innovative and unconventionally research that could be attempted in all environments and which would substantially advance progress in education of the disadvantaged.

123. Bussis, Anne M.; Chittenden, Edward A. Analysis of an Approach to Open Education: Interim Report. Aug 1970, 87p. ED 050 125

Classroom Environment, Educational Environment, *Educational Innovation, *Educational Methods, Educational Objectives, Educational Programs, Educational Research, Educational Theories, Evaluation Criteria, *Experimental Teaching, Learning Activities, Learning Motivation, Personal Growth, Preschool Education, *Primary Education, *Program Evaluation, Student Teacher Relationship, Teacher Attitudes, Teacher Role

This study was guided by two fundamental concerns: the problems of developing assessment procedures which are better suited to the more humanistic but less tangible goals of education in general, and the need for a clearer conceptualization of the objectives of open education programs. Two major components of this report are: 1) conceptual analysis of an "open" approach to pre-school and primary education; and 2) discussions of implications of this approach for questions of research and evaluation. Particular attention is given to identifying basic assumptions about children's learning, educational change, and the teacher's role.

124. Butler, Annie L. Current Research in Early Childhood Education: A Compilation and Analysis for Program Planners. 1970, 203p. ED 058 927

*Academic Achievement; Communication Skills; *Compensatory Education Programs; Creativity; Disadvantaged Youth; *Early Childhood Education; *Intellectual Development; Interpersonal Competence; Intervention; Language Development; Learning Motivation; Literature Reviews; Pacing; Parent Participation; Preschool Programs; *Research Projects; Self Esteem; Stimulation; Teacher Role

This publication is particularly concerned with research and writing performed on the outcomes of early childhood education programs during the last five years. The chapters in this research review discuss the following: 1. The Current Scene--Conflicting Philosophy in Early Childhood Education; Difficulties in Analyzing the Research on Values in Early Childhood Education; 2. Intellectual Growth Research--Role of Experience in Determining Intellectual Abilities; Effect of School Experiences in Early Childhood on the I.Q.; Selected Intervention Programs; 3. Later School Achievement Research--Research Findings; Project Follow Through; 4. Other Research Findings--Early Stimulation; Potency of Models; Parent Involvement in Educational Programs; Role of the Teacher; Achievement Motivation; Development of Self-Esteem; Interpersonal Skills; Importance of Learning to Learn; Creativity; Language and Communication Abilities; Pacing; 5. Concluding Statement; 6. Bibliography; and 7. About the Author.

Also available from: Publications-Sales Section, National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 ($5.00)

125. Cognitively Oriented Curriculum, Ypsilanti, Michigan: A Program that Exposes Preschool Children to a Variety of Materials and Equipment to Teach Concepts Through Physical and Verbal Experiences, Model Programs--Childhood Education. 1970, 28p. ED 045 217 Document not available from EDRS.

*Cognitive Development, *Concept Formation, *Disadvantaged Youth, Home Visits, Pamphlets, *Preschool Programs, *Program Descriptions, Program Evaluation, Team Teaching

The Perry Preschool Project, for educable mentally retarded 3- and 4-year-olds from disadvantaged homes is described. This program uses a cognitively oriented curriculum (based on Piagetian theory) designed to help the child construct the mental representations of himself and his environment that will lead to the development of logical modes of thought. Sources of more detailed information are provided for this program, specifically, and for Model Programs Childhood Education, in general.

Availability: Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (HE 5.220:20145, $0.25)

126. Datta, Lois-ellin. Changes in Observed Social Interactions Among Children of Same and Other Ethnic Groups in Ethnically Heterogeneous Preschool Programs. Nov 1972, 12p. ED 077 569

Child Development; *Ethnic Relations; *Preschool Education; *Research Reviews (Publications); *Socialization; *Social Relations; Speeches

Discussions in this paper concern: (1) some findings from observations of social interactions among children attending a national sample of Head Start programs; (2) the recommendations for research on socialization presented by Sowder and Lazar (1973) to the Federal Interagency Panel on Early Child Development; and (3) the significance of socialization research during the next decade, with particular emphasis on social class and ethnic relationships. In relation to (1) above, data collected at all E&R centers in 1967-68, using the Social Interaction Observation form, showed that children increase in socialization, and are more likely to increase in interactions with the same group during preschool programs. In relation to (2) above, a few of Sowder's more than 18 recommendations for further research on socialization are summarized. Sowder recommends research which: re-examines the issue of whether or not prejudice is entirely learned; through longitudinal studies traces the development of children's attitudes toward themselves and others and the relationship between developmental processes and environmental influences thought to be related to formation of ethnic and social class behavior; clarifies when conformity behavior is and is not damaging to the child's development and to achievement of harmonious group relations; and investigates of competition on child development, and the role which competition may play in hindering successful ethnic and social class mix in child care institutions. In relation to (3) above, socialization is predicted to be a key variable for "success" in the year 2000.

127. Datta, Lois-ellin; and Others. A Comparison of a Sample of Full Year and Summer Head Start Programs Operated by Community Action Agencies and Local Education Agencies. Dec 1971, 66p. ED 067 154

Child Care Workers; Child Development; *Community Programs; Comparative Analysis; Early Childhood Education; Economic Disadvantagement; Intervention; Parent Participation; *Poverty Programs; *Preschool Education; *Program Evaluation; Questionnaires; Statistical Data; Summer Programs

Data from a stratified random sample of full-year 1967-1968 and summer 1968 Head Start programs were re-analyzed to compare centers operated by local educational agencies (LEA) and community action agencies (CAA). The analyses indicated that CAA-operated programs were more likely to report parent participation in decision making and as paid staff, while LEA-operated programs were slightly more likely to report parent participation as volunteers; that CAAs had a higher proportion of paraprofessionals and LEAs more professionals; that CAAs recruited individual volunteers from a variety of sources, and LEAs mobilized formal community organization support; that CEAs were more likely to focus on family services and job training. Other findings included data on equipment, impact on children, medical and dental programs, ethnic and economic class of staffs, child eligibility, substantive content of the classrooms, and characterization of programs. The analyses provide a static picture of how program directors, teachers, and parents report some of their experiences. The differences involve structure rather than process of impact, and relatively few statistically reliable differences were, in fact, found between LEA-and CAA-operated programs.

128. Effects of Different Head Start Program Approaches on Children of Different Characteristics: Report on Analysis of Data from 1966-67 and 1967-68 National Evaluations. Technical Memorandum. Aug 29, 1972, 323p. ED 072 859

*Achievement Gains; Affective Tests; Age Differences; Classroom Observation Techniques; Cognitive Tests; *Disadvantaged Youth; Family Characteristics; *Federal Programs; Intelligence Quotient; Parent Attitudes; Performance Factors; Post Testing; Preschool Children; Preschool Education; Preschool Learning; *Preschool Programs; Pretesting; Program Effectiveness; *Program Evaluation; Sex Differences; Social Development; Socioeconomic Background; Statistical Analysis; Tables (Data); Teacher Background; Technical Reports

The second of two reports on a national evaluation of the immediate effects of Project Head Start describes the characteristics of children, families and programs in samples of full-year classes operating in 1966-67 and 1967-68. No control groups were used; comparisons were made within the Head Start sample to see what kinds of classroom experiences

"work best" for what kinds of children. Where appropriate in this report, comparisons are made across years concerning the patterns of child-program interaction effects. Chapters 1 through 10 concern the 1967-68 data: (1) design; (2) measures for analysis; (3) the children: entering characteristics; (4) their families: entering characteristics; (5) programs--class and site characteristics, observed classroom use of materials, observed classroom activities, teachers' education and experience; (6) gains associated with Head Start--cognitive and social-emotional measures, parent attitudes; (7) differences in gains for different types of children; (8) differences in gains associated with different program approaches; (9) relationships between program approaches and performance for different subgroups of children; and (10) summary. Chapter 11 presents similar data for the 1966-67 evaluation. Appendices provide frequency distributions for scores on dependent variables for both years. References are provided.

129. Effects of Different Head Start Program Approaches on Children of Different Characteristics: Report on Analysis of Data from 1968-1969 National Evaluation. Technical Memorandum. May 1, 1972, 394p. ED 072 860

*Achievement Gains; Affective Tests; Age Differences; Classroom Observation Techniques; Cognitive Tests; *Disadvantaged Youth; Early Childhood Education; Family Characteristics; *Federal Programs; Intelligence Quotient; Parent Attitudes; Performance Factors; Post Testing; Preschool Children; Preschool Education; *Preschool Programs; Pretesting; Program Effectiveness; *Program Evaluation; Sex Differences; Social Development; Socioeconomic Background; Statistical Analysis; Tables (Data); Teacher Background; Technical Reports

The first of two reports of a national evaluation of the immediate effects of Project Head Start describes the characteristics of children, families and programs in samples of full-year classes operating in 1968-69. The study identifies changes associated with Head Start participation and the conditions under which these changes were greatest. No control groups were used; comparisons were made within the Head Start sample to see what kinds of classroom experiences "work best" for what kinds of children. Chapters deal with: (1) Head Start and early childhood education; (2) research and evaluation studies of Head Start and other early childhood programs; (3) designs of the three years' evaluations; (4) limitations in the studies; (5) measures for 1968-69 analysis--program and performance variables; (6) the children: entering characteristics; (7) their families entering characteristics; (8) the programs--teachers, classrooms, activities; (9) gains associated with Head Start--cognitive and social-emotional measures and parent attitudes; (10) differences in gains for different types of children; (11) differences in gains associated with different program approaches; (12) relationships between program approaches and performance for different subgroups of children; (13) summary and conclusions; and (14) executive summary. Appendices provide locations and directions of Head Start E & R Centers, more information about variables, and frequency distributions on dependent variables. References are provided.

130. Evaluation of Follow Through, 1968-1969. 1969, 57p. ED 044 172

Dental Health, *Evaluation Methods, *Evaluation Techniques, *Grade 1, Immunization Programs, *Kindergarten Children, Parent Education, Parent Participation, Parent School Relationship, *Program Evaluation, Readiness (Mental), Reading Readiness, Screening Tests, Social Services, Tables (Data)

To assess the impact of the Follow Through program in Prince George's County, Maryland, data from five sources were collected and compiled. Participating kindergarten and first grade teachers submitted test scores from two readiness measures administered on a pre- and posttest basis for the children involved. Reports from specialized personnel indicate the kind and quantity of services provided: the psychologist, who was employed on a part-time basis, evaluated sixteen children and initiated evaluation procedures for six children; the social workers rendered services to benefit 1,848 persons; school health workers attempted to meet the needs of 226 children through screening tests, referrals and an immunization program; parent helpers described weekly classes and activities which were geared to advancing parents' personal, school, and community interests. Parent program content and parent attendance records are separately listed. A list of field trips and visitations in which parents participated is also provided. Children's gains in readiness were indicated by test scores on both test instruments. Total program effects were deemed beneficial and four recommendations for improving future programs are made.

131. Follow Through: Promising Approaches to Early Childhood Education, School Year 1970-71. 1971, 30p. ED 055 658

*Cognitive Development; *Compensatory Education Programs; *Educational Innovation; *Elementary Grades; Home Visits; Individualized Programs; Language Programs; Nongraded System; Parent Education; Positive Reinforcement; Self Directed Classrooms; *Social Development

This document provides brief descriptions of the 20 individual programs now in effect for Follow Through research and development. Follow Through is attempting to assess the effectiveness of a variety of innovative approaches to working with young children and their families in a number of cultural and environmental settings. These approaches represent the thinking of many of the country's most knowledgeable and creative innovators in the field of primary education and social practice. They reflect a broad spectrum of theoretical positions, from a highly structured instructional approach that stresses cognitive skills to a far less structured child-centered approach which emphasizes the development of the child's confidence and other behavioral characteristics. Two approaches are not directly concerned with classroom instruction: one trains parents to supplement their children's education at home; another emphasizes a more active role for parents in school decisionmaking.

132. Haith, Marshall M. Day Care and Intervention Programs for Infants. 1972, 72p. ED 080 173

*Child Development; Curriculum Evaluation; *Day Care Programs; Educational Objectives; Guides; Handicapped Children; Home Programs; *Infants; *Intervention; *Literature Reviews; Parent Participation; *Preschool Curriculum; Program Descriptions

This guide represents an attempt to organize the available literature on day care programs currently in operation or in the proposal stage for infants under two years of age. Special emphases are placed on program goals for psychological development in the first two years, the curricula which have been developed to accomplish these goals, and the evaluation of these curricula. Ongoing and proposed day care centers are described in regard to purpose, theoretical orientation, subject characteristics, facilities and staffing. Brief mention is made of each program's concern with parent involvement, and then the infant curriculum and the results of curriculum evaluation are described. Home intervention programs are dealt with in essentially the same manner. Some programs are reviewed which have been developed for parent and child centers. These are followed by a brief summary of the literature about day care programs for infants in other countries, in addition to some information on day care for infants with handicaps. The remainder of the book relates some special issues of concern to planners of day care programs and explores some of the methodological problems in much of the current research. Following a list of references, specific lesson plans used in the Weikart and Lambie study are appended. An insert, "Infant Programs at a Glance," symposizes pertinent information about 14 programs.

133. Harding, John. A Comparative Study of Various Project Head Start Programs. Jun 30, 1966, 40p. ED 019 987

*Culturally Disadvantaged, Nursery Schools, *Preschool Programs, *Preschool Children, Enrichment Programs, Achievement Tests, Comparative Analysis, Social Development, Cognitive Development, Intelligence Quotient, *Longitudinal Studies, *Program Evaluation, Teacher Rating, Project Head Start, Tompkins County, New York

A full-day, year-long, experimental nursery school program for poor children from the Ithaca, N.Y. area was conducted to obtain information on the operation of this type of preschool experience for three- and four-year-old children of poor families and to determine some of the effects of the program on the children. The children were tested with the Peabody Picture Vocabulary Test and the Stanford-Binet in October of 1965 and in April of 1966. The results showed a significant increase in the IQ scores of the children between the two testing periods. Summer Head Start programs were conducted in the Dryden, Newfield, and Ithaca, N.Y. areas in 1965. A followup study on 74 of the 77 Head Start children was done during their kindergarten year. During the second and seventh week of each of the three summer programs, the children were tested for cognitive and social development. It was determined that cognitive development did not significantly change for children in any of the groups but social development improved slightly. The children in the followup study were tested twice during their kindergarten year. Also, a control group of 67 non-Head Start

children in kindergarten was so tested. Both groups demonstrated significant increases in IQ, but there was no difference found between the scores of the Head Start and non-Head Start children. The mothers of children in both groups were interviewed to obtain their opinions of the programs in which their children participated. Their opinions about Head Start were generally enthusiastic and positive. It was concluded that the success of these Head Start programs could be measured more in terms of pupil enjoyment and parental satisfaction than of cognitive development.

134. Henderson, Ronald W. Research and Consultation in the Natural Environment. Dec 1969, 15p. ED 037 240

Achievement, *Compensatory Education Programs, Culturally Disadvantaged, Educational Strategies, *Environmental Influences, Family School Relationship, Grade 1, *Intervention, Parent Attitudes, *Parent Participation

This description of a Follow Through Implementation Project summarizes research related to environmental variables and intellectual performance, and describes an environmental intervention program that manipulates these variables. Analysis of environmental data collected on 33 disadvantaged families of first grade children suggested that their natural environment contributed heavily to lack of achievement. Therefore, the parent involvement program, based on two conceptual frameworks, was designed to modify the environment. One framework illustrated the relationships among learning objectives, learning variables, and the learning environments of home and school. The second framework organized parent involvement activities aimed at a reduction of parental alienation, an increase of parent participation in class, and an application of classroom principles at home. The program, which involved demonstration, observation, and guided participation, was implemented by parent involvement coordinators who attended a 6-week summer training session and then returned to their communities to train family liaison workers. Follow up visits to coordinators were made by field representatives from the Arizona Center.

135. Implementation of Planned Variation in Head Start: Preliminary Evaluations of Planned Variation in Head Start According to Follow Through Approaches(1969-1970). Interim Report: First Year of Evaluation, Part II. May 1971, 446p. ED 052 844

Academic Performance, Class Organization, Educational Strategies, Measurement Instruments, Parent Child Relationship, Participant Characteristics, *Preschool Programs, *Program Effectiveness, *Program Evaluation, Tables (Data), Teaching Models, Testing

To evaluate the Follow Through portion of the planned Variation program (1967-1970) eight distinct approaches were studied. The approaches rest on differing philosophical and psychological premises and employ a variety of pedagogical strategies. A battery of 14 existing and specially developed measures were used to cover the cognitive area. Factors such as organization of classrooms, parent-child interaction, supervision, child performance data and diffusion effects were analyzed. Among the most important outcomes of the first year of this 3-year assessment study are (1) cataloguing the process of program implementation (2) describing classroom processes (3) establishing the scheme and instruments to be used for the second and third years of the study. The general conclusion of this document is that first year outcomes are encouraging but it is too early to assess with confidence the specific outcomes of specific program models. One fourth of the document consists of bibliographic references and appendixes detailing test instruments. A review and summary of this document is available as PS 004 917.

136. Kagan, Jerome; Kearsley, Richard. Effects of Day Care on Early Child Development. Progress Report. Apr 1973, 83p. ED 081 492

*Day Care Programs; *Comparative Analysis; *Child Development; *Preschool Tests; *Multilingualism; Middle Class; Lower Class; Caucasians; Chinese Americans; Spanish Americans; Social Development; Cognitive Development; Affective Behavior

A research project attempted to discover whether residence in the Tremont Day Care Street Infant Center for 27 months had any significant effect on the cognitive, social and affective development of infants. Children entered this multilingual day care setting at 3 1/2 months and were from Chinese-speaking, Spanish-speaking, or English-speaking homes. Three matched groups of children received different treatments: (1) 28 attended the Tremont Street center, (2) 28 were raised at home, and (3) 10 were in custodial day care programs. Preliminary research results are discussed in this progress report. Interpretation is largely concerned with maturational processes that appear to significantly affect the child's reactions to change in habituated events. Most of the report is concerned with assessment and data analysis, although some logistical issues are reviewed.

137. Klein, Jenny Head Start Planned Variation Program. Sep 1969, 5p. ED 038 170

*Comparative Analysis, *Compensatory Education Programs, *Federal Programs, Pilot Projects, *Preschool Programs, *Program Evaluation

There is little agreement concerning which methods of preschool intervention are most effective. In order to evaluate several approaches to early childhood education, Project Head Start, in conjunction with

Project Follow Through, has initiated the Planned Variation program. This year only a pilot project is underway with eight schools participating. These are (1) University of Kansas, where Bushell uses a behavior analysis approach; (2) University of Illinois, where Becker and Engelmann use a structured, academic approach; (3) Bank Street College, where Gilkeson presents a developmental approach with emphasis on self-direction; (4) University of Arizona, where Henderson stresses behavioral skills and attitudes; (5) Ypsilanti, where Weikart relies on Piaget's cognitive theories; (6) University of Florida, where Gordon uses the concept of the parent-educator; (7) Far West Lab, where Nimnicht relies on the autotelic discovery approach; and (8) Education Development Center, where Armington follows on action-oriented approach. Evaluation will involve comparison of the development of children participating in the above program with that of children attending regular Head Start programs within the same community or in a similar community.

138. Lay, Margaret Z.; Meyer, William J. Effects of Early Day Care Experience on Subsequent Observed Program Behaviors. 1970, 60p. ED 068 149

*Behavior Development; Child Care; *Child Development; Comparative Analysis; *Day Care Programs; Disadvantaged Groups; *Early Experience; Interaction Process Analysis; *Measurement Techniques; *Nursery Schools; Preschool Children; Sex Differences; Statistical Data

To determine if there are discernible effects on children of a group child-care program, the performance of 20 children, 3 to 4 years 10 months of age, who had been cared for in a day-care center from the age of 6 months is compared with that of 20 matched children with no prior day-care program experience. The 40 children participated in activities carried on in three program areas--an active area, an expressive area, and a task-oriented area. For an 8-months period, observations were obtained on all children on a point-time sampling basis; that is, during a set period of one minute, the observer noted the children's behavior in regard to (1) children's choice of locations in the program setting, (2) interaction with peers, and (3) interactions with adults. An analysis of variance was performed on the data. The findings of the study showed that (1) there were significant differences between children with prior child-care experience and those with no prior experience: children with prior experience were located in the active area more frequently; prior-experience children were located in the expressive area and in the task area less frequently; there was more verbal interaction with a peer by the prior-experience children and they also showed more positive peer interaction; (2) there were no significant differences between the two groups in regard to time spent in snack, invitational, or outdoor play areas; in gestural or tactile interaction; and in any dimension of adult interaction; and (3) there were sex differences on time spent in active and expressive areas and as recipients of social interaction. It is concluded that the stimulating early day-care programs had significant impact on the children's functioning and preferences. Tables and figures present the data.

139. Miller, Louise B.; and others. Experimental Variation of Head Start Curricula: A Comparison of Current Approaches. Progress Report No. 9, March 1, 1971 - May 31, 1971. May 31, 1971, 26p. ED 053 814

*Comparative Analysis, Grade 1, *Kindergarten, Preschool Curriculum, *Preschool Programs, *Program Evaluation, Sex Differences, Tables (Data), Testing

This study seeks to determine what differences in readiness existed in Louisville, Kentucky children who had been exposed to various combinations of Head Start, Follow-Through and regular kindergarten. All first grade children in Louisville were tested with the Metropolitan Readiness Test during the first month of first grade. Data was analyzed with analysis of covariance, analysis of variance and correlation. Although additional data analysis is in process, five tentative conclusions are offered: (1) the token-economy Follow-through kindergarten was better for these children than the regular kindergarten; (2) the best combination of Head Start and kindergarten was traditional Head Start followed by Follow-Through kindergarten; (3) the worst combination was Bereiter-Engelmann Head Start followed by regular kindergarten; (4) for children entering the Follow-Through program in kindergarten there is no evidence that there was an advantage in having had Head Start at all; and (5) for sales entering the regular kindergarten program, any type of Head Start appeared to be better than none.

140. Miller, Louise B.; Dyer, Jean L. Four Preschool Programs: Their Dimensions and Effects. 1972, 34p. ED 069 411

*Child Development; *Child Psychology; Developmental Psychology; *Early Experience; Preschool Children; *Preschool Evaluation

A progress report on an experiment begun in 1968, originally entitled "Experimental Variation of Head Start Curricula: A Comparison of Current Approaches," is given. Children were taught by one of four methods in Head Start at age of four years. In kindergarten and first-grade years most had either Follow Through or Regular programs. Monitoring of classrooms was done through first-grade year. Results show Head Start program differences on Binet IQ obtained in prekindergarten year had disappeared by end of first grade, following steady decline for all groups. Experimental Head Starts were equal to city median and superior to similar (Title I) schools.

141. Montez, Philip and others. An Evaluation of Operation Head Start Bilingual Children, Summer, 1965. Aug 1966, 168p. ED 013 667

*Mexican Americans, *Bilingual Students, Teacher Aides, Teacher Background, *Community Attitudes, Community Involvement, Community Resources, Community Support, Teacher Experience, Parent Attitudes, Family Influence, *Social Disadvantagement, Head Start, California, Follow Through

In California, the Mexican-American student is two years behind the Negro student and three and a half years behind the Anglo-American in scholastic achievement. Since he represents two distinct and often divergent cultures, English-speaking, middle-class oriented schools make assimilation virtually impossible. A Head Start and a Follow Through project in the Spanish-speaking community are evaluated in terms of social attitudes toward the learning tasks and experiences of the Mexican-American child. The pre-school program is discussed by each of these reporting groups (1) teachers, (2) parents, (3) teacher aides, and (4) "Follow-up" teachers.

142. Nimnicht, Glen. Overview of Responsive Model Program. July 1970, 12p. ED 045 207

Academic Achievement, American Indians, Caucasians, Developmental Programs, *Disadvantaged Youth, Elementary Grades, Inservice Education, *Intellectual Development, Mexican Americans, Negroes, Operant Conditioning, *Parent Participation, Preschool Programs, Problem Solving, *Program Descriptions, *Program Evaluation, Self Concept

The Responsive Model program assumes that the school environment should be designed to respond to the learner, and that school activities should be autotelic, or self-rewarding, not dependent upon rewards or punishment unrelated to the activity. Developmental theory, certain ideas of operant conditioning, and flexible learning sequences are used in the program. Major objectives are: (1) to help children develop a healthy self-concept, and (2) to develop children's intellectual ability, specifically, the ability to solve problems. Another objective is to give the child an understanding of his cultural background. The program has been used with low-income minority group children, and with some middle class white children, preschool through grade 3. Curriculums and programs for Head Start and Follow Through classes are described. Parent participation in administrative decision-making and in the classroom is encouraged. A Parent-Child Program teaches parents how to teach their children through the use of toys and games. An Inservice Program trains local program advisors, who train teachers and assistants. Ongoing evaluation studies effectiveness of training program, children's growth, and development of new ways to assess self-image and achievement.

143. Nimnicht, Glen; and others. Preliminary Analysis of 1968-69 Booth Achievement. Nov 1969, 10p. ED 045 201

*Achievement, *Cognitive Processes, *Disadvantaged Youth, *Discovery Learning, Discrimination Learning, Grade 1, Kindergarten, Language Development, Mechanical Teaching Aids, *Typewriting

The Responsive Model Program uses the typing or learning booth as an important part of its autotelic (self-rewarding) environment, to help children develop the mental processes involved in discovery of relationships, such as the association of sound with symbols, or discovering the rules of a game. The typing booth also helps children to develop independence in problem-solving behavior and causes rapid language development. Child-control over initiation and termination of booth activities is emphasized. Language development phases reflecting typing booth achievement are described: (1) Free Exploration, (2) Search and Match, (3) Discrimination, (4) Typing Words and Stories, and (5) Classroom Related Activities. This paper reports the progress of 801 kindergarten and 300 first grade children, mostly from low-income homes, from 9 communities, during the first year (1968-69) of the program. Tables give data on booth achievement for both groups of children, and the number of months the booths were in operation (a gross index of how long children spend in the booths). In general, differences in booth achievement from district to district, and the apparent relationship between the length of time the booth was in operation and booth achievement, reinforce the importance of booth training for children in the Responsive Follow Through Model.

144. Nimnicht, Glen P. A Revision of the Basic Program Plan of Education at Age Three. Aug 1970, 37p. ED 047 774

Elementary Education, Inservice Programs, *Intellectual Development, *Learning, Objectives, Parent Participation, Preschool Children, *Program Descriptions, Program Evaluation, *Self Concept, Teacher Aides, Teacher Education

A model responsive educational system being evolved by the Far West Laboratory is designed to serve children from ages 3 to 9. The major objectives of the educational system are to help children develop self-concept as it relates to learning in the school and the home, and to develop intellectual ability. An autotelic environment is stressed. The system integrates four component parts: (A) Head Start, (B) Follow Through, (C) Parent-Child Library, and (D) Day Care Program. Component E, the systems component, can stand alone or become a part of the total system. The timetable charts span 1966-76 and indicate the number of years involved in program development, training tasks, parent involvement activities, implementation in classrooms, evaluation for each component and for the total system. Feedback from the Head Start component has already provided enough information to permit this first revision of the basic plan and to reshape the tasks and objectives of subsequent phases.

145. Plunkett, Virginia R. L. Spotlight on Follow Through. 1969, 28p. ED 029 720

*Compensatory Education Programs, Culturally Disadvantaged, Parent Participation, *Primary Grades, *Program Descriptions, Program Guides, Public School Systems

This publication describes (1) the origin of the Follow Through program, (2) the present status of the Colorado Follow Through program, and (3) criteria for establishing other such programs. It contains a dozen photographs of children participating in Follow Through programs.

146. Project Follow Through. 1973, 45p. ED 077 557

Community Involvement; *Compensatory Education Programs; Disadvantaged Youth; Federal Programs; *Kindergarten; Parent Participation; *Primary Grades; *Program Descriptions; Program Evaluation

The four Follow Through projects in Illinois are described and evaluated. These projects involve approximately 1,450 children in K-3 in Mounds, East Saint Louis, Waukegan, and Chicago. The Chicago project is subdivided into three individual projects and is trying three experimental programs. Emphasis is given to the nature of the environmental setting, a description of the project, the project objectives, and project participants. Exemplary and innovative aspects of the programs are described, as are evaluation, dissemination, inservice training. Emphasized for their significance in the success of the effort are the formal instructional program, the diversified use of many personnel in the classroom and community, and parental and community involvement.

147. Rayder, Nicholas F.; and others. Implementation of the Responsive Program: A Report on Four Planned Variation Communities. March 1973, 200p. ED 085 102

*Evaluation; *Disadvantaged Youth; *Federal Programs; *Early Childhood Education; *Intervention; Measurement; Program Description; Achievement; Parent Participation; Community Characteristics; Classroom Environment; Program Effectiveness; Faculty Mobility; Teacher Attitudes

This report describes and evaluates the implementation of the Far West Laboratory's Responsive Educational Program (REP) in four communities participating in the Head Start and Follow Through "Planned Variation" experiment. The purposes of the report are: (1) to evaluate a particular implementation effort, and (2) to devise a new framework for such an evaluation. Separate sections are devoted to implementation evaluation as related to the Program Advisor, the Community and the School System, the Classroom Process, Parent Participation, Child Services, and the Child. Several evaluation instruments are described. Data tables are interspersed throughout the report and appendices include supporting information.

148. Rayder, Nicholas F.; and others. Preliminary Analysis on Kindergarten and First Grade Follow Through Test Results for 1968-69. February 1970, 26p. ED 045 202

Cognitive Processes, Community Study, Comparative Analysis, Concept Formation, *Grade 1, *Intellectual Development, *Kindergarten, Tables (Data), Testing, *Test Reliability, *Test Results, Tests

This paper is a preliminary report of objective test results made by approximately 300 poor and 100 non-poor kindergarten children and by 417 first grade children during 1968-1969. Tests administered to the kindergarten classes in the fall of 1968 and again in the spring of 1969 were: short-form Wechsler Preschool and Primary Scale of Intelligence (WPPSI), Caldwell Preschool Inventory (PSI), Innovative Behavior Test (IB), and Categories Test (C). The Metropolitan Readiness Test was administered in pre-post fashion to the first grade classes. The test results were used to measure changes in a child's intellectual ability as a result of one year's schooling in a Responsive Follow Through classroom. Except for four instances, average tests scores made by groups of both poor and non-poor kindergarten Follow Through children increased for all tests in every community. That is, over the seven to nine month time period, kindergarten children in all communities increased in intelligence, the ability to form concepts, the ability to solve problems and the ability to categorize. Results for first grade children were also encouraging. There were considerable increases in Metropolitan test scores for both first grade communities from the beginning to the end of the school year.

149. Rentfrow, Robert K. Intensive Evaluation of Head Start Implementation in the Tucson Early Education Model. Aug 1, 1972, 58p. ED 071 778

Affective Behavior; Analysis of Covariance; Attitude Tests; Behavior Rating Scales; *Child Development; Classroom Observation Techniques; Cognitive Development; *Comparative Analysis; Correlation; Data Analysis; Demography; *Disadvantaged Youth; Measurement Instruments; Preschool Education; *Preschool Programs; Program Effectiveness; *Program Evaluation; Social Development; Technical Reports; Test Reliability

As part of the national Head Start Planned Variation Study, this study used a relatively small sample in an intensive evaluation of program implementation in one field community using the Tucson Early Education Model (TEEM). A modified Solomon four-group research design formed the organization framework. Evaluation of six TEEM classrooms and two locally implemented Comparison classrooms included a child data battery, classroom observation, situational tasks, Director's ratings, and demographic information. The child data battery, which emphasized both the cognitive and socio-affective domains, was given in the fall of 1971 to approximately half the TEEM children and to one of the Comparison classes. Spring testing included all groups. Analysis indicated that Comparison groups were not optimally matched to TEEM children;

Comparison children were slightly older and performed better on pre-test. The difference in levels of inappropriate behavior during teacher absence between TEEM and Comparison classrooms was significant. Analysis of classroom observation indicated that TEEM classrooms had more child-initiated learning sequences combined with lower teacher initiated learning sequences. Due to limited sample size in this study, wide-ranging generalizations are not justified. But the utility of classroom observation techniques for assessing process goals within the open classroom framework was indicated.

150. Resnick, Lauren B.; and others. Follow Through: Program Approaches, School Year 1970-71. 1970, 51p. ED 047 787

*Demonstration Programs, Early Childhood Education, Educational Strategies, *Elementary Education, Intervention, *Low Income Groups, *Models, Program Descriptions, Public Schools

The 1970-71 Follow Through Planned Variation study will evaluate new approaches to early education for children from low income families. Brief descriptions are given of the 20 program approaches being used in 160 public schools selected for the study. Programs reflect a wide spectrum of theoretical positions, which range from less structured child-centered approach which emphasizes not curriculum content so much as the development of the child's confidence and other behavioral characteristics. Two of the approaches emphasize parent training and participation. Included is a list of addresses of the 20 program sponsors, from whom more detailed presentations are available.

151. Soar, Robert S. A Measure of Teacher Classroom Management. September 1971, 9p. ED 057 890

*Classroom Environment; *Classroom Research; *Cognitive Development; Disadvantaged Youth; Kindergarten Children; Student Behavior; Student Development; Student Teacher Relationship; *Teacher Behavior; *Teaching Styles; Tests

This document reports on an observation instrument and data obtained over 2 years as part of the national evaluation of project Follow Through. Data was collected from 70 kindergarten and first grade classrooms involved 7 different experimental programs and including 2 comparison (control) classrooms. The primary instrument used to measure teacher classroom management was organized around the concepts of the teacher's methods of control, the pupils' responses to these methods, and the emotional climate as represented by the expression of affect. Another instrument was used by observers to record teaching activities in terms of their agreement with practices espoused by Dewey. Data were submitted to factor analysis. Findings suggest that the teacher who feels pressure to give pupils greater freedom may minimize both structure and control by reacting to her own discomfort in ways that do not support pupil growth. It appears that greater degrees of

direction and structure are associated with greater amounts of growth in the simple cognitive objective, but greater amounts of freedom and pupil self-direction are associated with more complex abstract kinds of growth. With these disadvantaged children, negative affect seems to have little impact, while positive affect is related to cognitive growth.

152. Tacoma Public Schools Early Childhood Program, Tacoma, Washington: Combined Local, State, and Federal Funds Support a Large-Scale Early Childhood Program in the Public Schools. Model Programs--Childhood Education. 1970, 18p. ED 045 221 Document not available from EDRS(HC)--Microfiche only.

Career Opportunities, Day Care Services, *Early Childhood Education, Pamphlets, Parent Participation, *Preschool Programs, *Primary Education, *Program Descriptions, Program Effectiveness, Public School Systems, *State Federal Aid, Teacher Aides

The Tacoma Public Schools Early Childhood Program is a comprehensive effort to give economically disadvantaged children an early education program which will have continuity and long-range effectiveness. Involving 5 years of education (3-year-olds through grade 3), the program uses the Responsive Environment Model, which has as its objectives the development of the child's positive self-image and his intellectual ability. Sources of more detailed information are provided for this program, specifically, and for Model Programs Childhood Education, in general.

Availability: Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (HE 5.220:020160, $0.20)

153. Weikart, David P. Early Childhood Special Education for Intellectually Subnormal and/or Culturally Different Children. October 1971, 23p. ED 065 192

Academic Achievement; Comparative Analysis; *Culturally Disadvantaged; Curriculum Design; *Early Childhood Education; *Educable Mentally Handicapped; Elementary Education; Intellectual Development; Minority Groups; *Models; Preschool Education; *Special Education; Tables (Data)

Four basic models that are used to account for the discrepancies in educational and intellectual attainment between minority groups and the dominant culture are outlined. These are the Deficit Model, the School-as-Failure Model, the Cultural Difference Model, and the Social Structure Model. Four studies relating to the impact of preschool education on the experimental children are discussed. Research results presented tentatively indicate that some widely held beliefs about preschool education aren't true. Conclusions include: (1) Preschools

operated in a forceful style can have significant impact throughout the elementary school years in areas that are directly meaningful to parents, teachers, state education officials, and the children; (2) "Educable mentally retarded" children have failed less often and are placed in special education less often than are similar children who have not had preschool; (3) For at least three years after the initiation of the preschool program, the style of curriculum does not have a differential effect on the child's intellectual or achievement development rates.

154. Weikart, David P. Relationship of Curriculum, Teaching, and Learning in Preschool Education. February 1971, 35p. ED 049 837

*Academic Performance, *Curriculum Design, Curriculum Evaluation, *Disadvantaged Youth, Early Experience, Educational Research, *Preschool Curriculum, *Preschool Education, Preschool Evaluation, Student Teacher Relationship, Teaching Models, Teaching Techniques

Three basic questions concerning preschool education are discussed using information derived from research in early childhood education through 1963-1971. The questions are: (1) Does preschool education make a difference in later school performance of disadvantaged children? (2) If preschool education does make a difference, does it matter which curriculum theory is employed? and (3) How can educators guarantee effective preschool education? Findings indicate that (1) Preschool experience can make a difference for disadvantaged children. A few special situations have offered immediate positive impact in terms of their stated goals. Long-term data are not yet available. (2) From four types of curricula (Programmed. Open Framework. Child-Centered, and Custodial) two points can be made. First, children profit from any curriculum that is based on a wide range of experiences and second, the successful curriculum guides the teacher in adapting theory to the actual behaviors of children and (3) A successful program requires an effective staff model which in turn relies on planning and supervision. Educators should feel free to develop any curriculum that can be adapted to the needs of the children and the requirements of their staff model.

155. Weikart, David P. Ypsilanti Preschool Curriculum Demonstration Project, 1968-1971. October 1969, 39p. ED 046 503

Cognitive Development, *Comparative Analysis, *Culturally Disadvantaged, *Curriculum Research, *Educable Mentally Handicapped, Emotional Development, Home Visits, *Preschool Programs, Self Control, Social Development, Sociodrama, Team Teaching, Traditional Schools

This report describes the Ypsilanti Preschool Curriculum Demonstration Project, a 5-year program conducted to assess the efficacy of preschool intervention for culturally disadvantaged children diagnosed as functionally retarded. Five groups of 3- and 4-year-olds participated in the program or served as controls. The project served as a source of data for research on different types of preschool intervention and as a center for dissemination of information to teachers, administrators, and researchers in education. The curricula included: (1) a cognitively oriented curriculum based primarily on Piaget's principles of cognitive development, the principles of sociodramatic play and impulse control suggested by Smilansky, and some specially develop-d language techniques; (2) a language training curriculum emphasizing learning of academic skills including arithmetic and reading; and (3) a unit-based curriculum emphasizing the social-emotional development goals of the traditional nursery school programs. The preschool sessions were supplemented with home visits. The results for the first two years of operation (1967-69) demonstrated that children may profit from any structured curriculum which offers a wide range of experience and individual student attention.

156. Wolf, Robert L. A New Look at Evaluating Early Childhood Education Programs. 1973, 14p. ED 081 487

*Formative Evaluation; *Summative Evaluation; *Early Childhood Education; *Educational Environment; *Teacher Evaluation; Psychometrics; Reliability; Validity; Educational Administration; Student Teacher Relationship

It is argued that early childhood education programs should be evaluated in terms of criteria other than measurement and testing procedures. Programs should be judged on criteria such as responsiveness to clients--the children, parents, and communities they serve. Teachers trained in observational and evaluative techniques should conduct ongoing assessment of children. The importance of teacher self-evaluation to examine effectiveness is discussed in relation to the emotional climate of the program as established by administrators. Summative evaluation, which assesses the overall worth of a program at an end point, is distinguished from formative evaluat n, which focuses on strengths and weaknesses of the program and leads to strategies for improvement. The latter type of assessment is recommended for education, using feedback from parents, other teachers, administrators, paraprofessionals, the children, and the community. The implementation of formative evaluation procedures would affect the nature of accountability for program success or failure.

157. Zimmerman, Barry J.; Bergan, John R. Intellectual Operations in Teacher-Child Interaction. 1968, 16p. ED 039 011

Behavior Change, Classroom Communication, Cognitive Processes, *Intellectual Development, Program Evaluation, *Questioning Techniques, *Teacher Behavior

Because the pressure of technological advancement has made teaching factual knowledge increasingly difficult, educators have been developing curriculums to transmit intellectual processes applicable to many tasks instead of subject matter content. One of the 20 educational Follow Through programs, the Tucson Early Education Model, surveyed 42 TEEM-trained teachers (EP) and 75 non-TEEM teachers in Iowa, Texas, Georgia, and Louisiana to determine if teachers ask questions which elicit intellectual operations in children. Teachers were audio taped for 40 minutes in classrooms. Their questions were classified according to an Intellectual Operations model based on Guilford's Structure of the Intellect. The six classifications were (1) perception, (2) cognition, (3) memory, (4) divergent production, (5) convergent production, and (6) evaluation. Analysis of data revealed that EP and NP teachers differed in teaching style. Although both groups placed inrodinate stress on knowledge and memory questions which precluded the opportunity to teach other intellectual operations, EP teachers exhibited a significant shift away from this practice. The TEEM process approach attempts to prevent the teacher's imposition of intellectual demands for skills not present in the child's repertoire and capitalizes on the motivation inherent in his success. This new emphasis may have great impact, especially when employed to teach disadvantaged children.

POSTSCRIPT

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